REPORT RESUMES

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MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS. 12TH PROGRESS REPORT, AUTO SERVICE STATION MECHANIC-ATTENDANT COURSE.

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THE DEMONSTRATION PROJECT AT DRAPER CORRECTIONAL CENTER AIMS TO SHOW THAT VOCATIONAL TRAINING LEADING TO EMPLOYMENT, INTENSIVE COUNSELING, BASIC EDUCATION CLASSES, AND A PROGRAM OF COMMUNITY SPONSORSHIP OF RELEASEES CAN DECREASE THE RATE OF RECIDIVISM AND EFFECT ENOUGH BEHAVIOR CHANGE IN INMATES TO TURN THEM INTO USEFUL CITIZENS. TRAINING OBJECTIVES ARE--(1) TO TEACH A GROUP OF YOUTHFUL OFFENDERS A TRADE (COURSES OFFERED ARE WELDING, RADIO AND TV REPAIR, APPLIANCE REPAIR, AUTO MECHANICS, BARBERING, BRICKLAYING, AND TECHNICAL WRITING), (2) TO CONSTRUCT PROGRAMED MATERIALS, (3) TO ASSESS WAYS TO IMPROVE TRAINING AND INSURE PLACEMENT AND GUIDANCE OF TRAINEES AFTER PAROLE, AND (4) TO MAKE TRAINING MATERIAL AVAILABLE TO OTHER INSTITUTIONS. SUPPLEMENTARY CLASSES ARE GIVEN IN REMEDIAL READING AND PERSONAL-SOCIAL SKILLS. THE AUTO MECHANICS COURSE, REVIEWED IN DETAIL IN THIS REPORT, WAS DEVELOPED AROUND COMMERCIAL TRAINING MATERIALS INCLUDING A PROGRAMED TEXT. NEEDS OF AREA EMPLOYERS, AVAILABILITY OF EQUIPMENT, AND THE CAPABILITIES OF TRAINEES WERE CONSIDERED IN COURSE PLANNING. A FOLLOW-UP STUDY OF THE COLLEGE STUDENTS WHO HAVE BEEN EMPLOYED AS SUBPROFESSIONALS IN WORK-STUDY PROGRAMS IS UNDERWAY TO DETERMINE THE EFFECT OF THEIR WORK AT DRAPER ON THEIR COLLEGE AND CAREERS. (THE DOCUMENT INCLUDES COMPARATIVE TEST PROFILES AND STATISTICAL TABLES.) (AJ)

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Rehabilitation Research Foundation

Draper Correctional Center

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
for
TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS

Contract No. 82-01-07

OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH
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12th PROGRESS REPORT

August 15 - October 15

1966

Featuring: AUTO SERVICE STATION MECHANIC-
ATTENDANT COURSE

Preface

This report on a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

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U. S. DEPARTMENT OF HEALTH,
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Attention: Division of SPECIAL PROGRAMS

August 15, 1966 - October 15, 1966

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SUMMARY

As the Draper Vocational E&D Project approaches its third year of operation, the Project will address itself to discovering variables that are relevant to a young offender's success in training and in the "free world." The program will also seek to identify and evaluate the precise contributions that staff members--particularly instructors--have made to the success of the program. Data will be obtained from interviews with both successful and unsuccessful graduates. Recidivists will be interviewed to elicit information concerning their readjustment problems following release; factors that led them to recidivate, etc. To determine what impact the program has had upon recidivist graduates, despite their failure to retain their freedom, the program should find out what its recidivists are now doing and what aspirations they have. It should determine what direction should be followed to take advantage of any impact the program may have had upon them. Once we are able to get leads on variables, both those which contributed to the success of graduates and those which led to the failure of the recidivists, we will have information that can be perhaps applied to our existing MDTA program. At the least, we would have the basis for further study in which we would attempt to isolate and test out these variables.

Our proposed study of the project's recidivists should provide us with particularly valuable data that will go into our dissemination package for correctional and educational people throughout the nation who are concerned for the rehabilitation and vocational training of young offenders and other disadvantaged youth.

HEW cut the Materials Development Unit's budget substantially for the new training year, beginning December 1. This reduction will seriously

handicap us in producing programmed lessons. The result will be fewer programs. It should be pointed out that those we have produced are in great demand and numerous requests have been received for copies of those that have already been published. Our plans for next year include programming materials in personal-social skills, as well as in trade areas.

Another program emphasis during the upcoming year will be that of training the instructor in rehabilitation techniques with offenders. This will take the instructor beyond merely instructing his class in a vocational skill, which he has learned to do very efficiently. The experimental nature of the project will be stressed, and the key role of the instructor in modifying total behavior of the offender will have special emphasis. Our instructors are, of course, aware of their responsibilities in attitude and behavior change; however, more discussions and how-to-do-it instruction will be given in order to strengthen the vocational instructor in this role. The instructors will, for example, more actively involve their trainees in seeing themselves as other do, in helping them set their own goals, in helping them measure their own progress as well as the progress of fellow trainees, and in assisting them to take group responsibility in guiding and modifying the behavior of their members toward full commitment to rehabilitation and behavior change.

Follow-up findings on the released offender show the advantages of his having a vocational skill (he earns money, pays taxes, stays free, is no longer a burden to society), but our findings also indicate that vocational training needs to be coupled with even more intensive training in personal-social skills, good job habits, positive attitudes and conforming behavior patterns. Without these he is highly prone towards committing new crimes, or at best he maintains only a marginal adjustment--barely adequate to remain free.

One of the techniques that will be explored to effect further attitude and behavior change is guided group interaction. This approach is systematically used in a number of delinquency retraining programs about the country (such as Highfields, Essexfields, and New Careers) and results have been very encouraging. The process itself involves the elements of a commitment to change by both the individual and the group, shared responsibility for this change, and confrontation by the group of breaches of trust and honesty. Conducting these group interaction sessions requires skill and special training; therefore, we shall provide additional training in this area for our Supplementary Instructor, who already possesses considerable proficiency in leading group discussions and is highly respected by inmates. An experimental group will be set up using guided group interaction techniques, and results will be recorded. If it works, this approach will also be included in the dissemination phase of our E&D project and made available to other prison MDTA programs.

Whereas the above technique requires special training and skills, many easy-to-apply group techniques can be employed successfully by our vocational instructors. They have already received some training in both individual and group dynamics. During the coming year they will receive further training in personality modification techniques and ways to lead and "inspirit" their group of trainees.

An in-service training program entitled "Management by Objectives" will begin during the next reporting period. Involving the entire staff, this training sequence will extend into the new contract year. The purpose of the training is to teach all divisions, sections, and individual staff members, how to formulate their own specific objectives as related to the overall goals and objectives of the entire E&D Project. After objectives have been formulated, procedures for obtaining them will be explicitly stated. Next, methods for evaluating each objective will be worked out. Management by objectives promises not only to provide measurable, quantitative results, but the MDTA staff, as it develops and works toward commonly stated goals and objectives, will be brought together behind a total and unified effort. Each section and each staff member will understand their contributions and those of others toward the achievement of the project's E&D features.

Another objective for next year will be that of closer coordination between the National Institute of Mental Health Project and the work that is being done in the MDTA Vocational Project, so that experimental findings of the one may be quickly transferred to the other for application in appropriate areas.

In the coming year we plan to put into effect a new type of community follow-through program which would expand follow-up services now included as a part of the institutional program. This program will involve several communities throughout the State in rendering specific guidance service to released offenders. We are referring to our Community Sponsorship Program, which has already been initiated in the city of Birmingham. The coordinating agency for this program in Birmingham is the Jefferson County Association for Mental Health. This agency, along with the local parole office and the Vocational E&D Project, select, train, and support lay counselors or sponsors in assisting recent graduates to adjust better to problems of working and living in free society. The project's new Follow-up Counselor has primary responsibility for developing, implementing, and coordinating this program. The program has been received with enthusiasm in Birmingham, and we are now making plans to extend the Community Sponsorship Program to other cities in Alabama.

Another objective we have for the new year is that of establishing a community-based transitional facility--a type of half-way house--in Montgomery where both the placement of MDTA graduates and recidivism rates are highest. The entire plan for this program has been written up and will soon be submitted for approval under MDTA. This facility, called TARGET-O (Transitional Adjustment Residence for Guidance, Enculturation, and Training of the Offender), will offer to the released offender housing, psychological evaluation, counseling, recreation, and referral services for training and advanced education. Many releasees will need one or more of these services to assure their proper adjustment to the free community. The proposal calls for the employment of indigenous personnel (released prisoners) who will be trained and supervised by a well-qualified staff.

Our final objective during the coming year will be that of carrying out the MDTA project's knowledge dissemination and utilization phase. This phase will be implemented with the guidance and support of both the Department of Labor and HEW. We will most likely start in our own State--with the Alabama Board of Corrections. We plan to work with the Commissioner of Corrections in maintaining an MDTA program at Draper after this E&D project phases out, and we hope to assist him in seeking the support of the State Legislature to extend the Draper model to other correctional institutions in the State.

PROGRESS REPORT

August 15, 1966 - October 15, 1966

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

On November 23, 58 additional trainees will complete vocational courses in Barbering, Bricklaying, Electrical Appliance Repair, Radio-Television Repair, Technical Writing, and Auto Service Station Mechanic-Attendant, bringing to a total of 231 the number of youthful offenders who have been trained in the Draper E&D Project, Draper Correctional Center, Elmore, Alabama. Of the 171 graduates who have been released from Draper, 135 were placed in training-related jobs, 28 in non-related jobs, and 8 were released to holdovers. The rate of returnees has increased from 19 percent to 20 percent since our last report, 32 trainees having been returned to prison for parole violation and, in a very few instances, for having committed new felonies.

The purpose of this experimental-demonstration project is to provide a special program for the selection, counseling, testing, assessment, training, placement, and follow-up of inmates and released graduates of the previous projects whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes. Reduction of vocational training time without sacrifice of quality or quantity is a project goal. In order to make this program beneficial to other prison systems and similar training programs for the disadvantaged, guidelines will be prepared for dissemination and utilization.

The specific features of the program will seek to demonstrate the following:

Experimental-Demonstration Features

1. Institutionalized offenders can be successfully selected, tested, assessed, counseled, and trained for a vocation.

2. Programmed materials can be prepared that will produce very efficient learning for the disadvantaged student.

3. Employers throughout the State of Alabama can be induced to hire parolees who have completed training in this program.

4. Intensive vocational and personal counseling can assist in modifying the psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of free society.

5. Early screening and evaluation of potentially eligible candidates for training will allow those with marked basic education deficiencies to take academic subjects prior to their vocational training courses. As a result, they will be better prepared to learn more in their trade area.

6. Direct family counseling can effect an easier transition from the prison to the home and can also improve the community's acceptance of the parolee.

7. Male college students employed by the project can receive qualified field training in rehabilitation and will enter this professional field upon graduation from college.

8. Volunteers can be recruited from surrounding communities to assist in the personal-social prerelease program.

9. Community involvement can be generated to establish local committees to sponsor individual inmates who will be paroled to the community.

10. Recommendations for a permanent vocational rehabilitation program for the correctional system can be formulated from the evaluative data accumulated by the project in the pursuit of its goals.

11. Guidelines for cooperation and facilitation among prison authorities, separate paroling authorities, and other cooperating agencies can be disseminated to and utilized by groups who desire similar programs.

12. Information and procedures in planning, organizing, and implementing a vocational training program and a community follow-up program can be prepared to assist others in establishing similar programs for offenders or delinquents.

13. A recidivism study can uncover reasons an inmate graduate of the vocational training program is sent back to prison; and from this study, techniques can be developed that can reduce the recidivism potential of future graduates.

14. An evaluative analysis of each E&D feature can be made to determine the specific elements of success and failure.

Administration

During this reporting period the staff consulted with Dr. Elvia Cooney concerning evaluative procedures for the TARGET-O proposal; again revised the budget for the MDTA proposal; interviewed applicants for vacant or new positions; participated in an in-service training program; initiated the community sponsorship program; planned for and began writing material for the first of a series of training conferences which will be a part of the knowledge dissemination and utilization phase of the Draper project; conducted orientations for new staff members and distinguished visitors; and began coordinating plans for training conferences with the institution officials and personnel as well as local, state, and government cooperating agencies.

Eloise C. Phillips was employed on September 6 as a Clerk-Typist to replace Jim Crosby who resigned on August 31 to attend college. Fred T. Phillips, who, until his recent retirement, served as Personnel Management Specialist for the USAF Personnel Development Center located at Maxwell

Air Force Base, joined the staff on September 7 as the new Public Information Coordinator.

Walter Spiro was employed on September 20 as the new Follow-up Counselor and will be primarily responsible for implementing the Community Sponsorship Program. His voluntary work for several years in placing released convicts in jobs and serving as their sponsor in the community gives him a real awareness of the problems involved in the follow-up program.

Qualifications of new staff members are listed in Appendix A.

We are interviewing applicants for the Public Information Specialist position and hope to employ this person soon.

With regret we accepted the resignation of Charles L. James, Radio-Television Repair Instructor. His resignation is effective at the expiration of our present contract in December. Mr. James resigned to take a more active part in a rapidly growing private business in which he had part ownership, but he was thoughtful enough to give sufficient notice for us to find a qualified replacement for this position.

All staff members participated in a total of 10 hours of in-service training in group interaction theory and techniques. The program was conducted by the part-time Clinical Psychologist and was held during lunch hours and hours regularly scheduled for weekly staff briefings. The sessions included theory, lectures, illustrations, and finally role-playing situations which were structured to demonstrate the approaches that had been presented.

While we were delighted to receive the news that an Inter-Agency Team from the State of Hawaii, comprised of 21 representatives of departments of correction, education and parole, would visit Draper from October 3-16 to see the Draper programs first-hand and learn of the results in terms of findings and recommendations, we knew the already crowded schedule of activities would have to be accelerated to prepare for the conference. After planning had been done and all staff members had almost completed their assignments, we learned that the Hawaiian visitors would not be able to come to Draper until mid-November. This delay gave us time to refine the training conference, inform the visiting team and all cooperating agencies of proposed plans, and request suggested changes. We look forward to this group's visit which is a follow-up to a December 1965 Institute on Correctional Programs and Facilities conducted by the University of Hawaii with funds from the Office of Juvenile Delinquency and Youth Development, HEW.

Early during this reporting period, the Project and Program Directors attended the American Management Association Conference on Educational Technology in New York.

On August 16, the Project and Program Directors were accompanied to Birmingham, Alabama, by the Placement Officer and the Follow-up Counselor to present a tentative plan for the Community Sponsorship Program first to our proposed liaison agency, the Jefferson County Association for Mental Health, then to various community members whom the agency had invited to a luncheon. Particularly helpful to staff members in formulating further plans for the program was Warren Gaston, Parole Supervisor in the Birmingham area, who was also present for this meeting. Following the meeting, the Project Director met with members of the State Pardons and Paroles Board to seek their approval of the Sponsorship Program. As soon as our new Follow-up Counselor was employed, he began working directly with the liaison agency and the Pardons and Paroles Board to implement this program.

The Project and Program Directors and the Job Placement Officer attended the American Congress on Corrections in Baltimore, Maryland August 28-31.

The Project Director attended the American Psychological Association Conference in New York September 2-3, where he participated in a Symposium on Disadvantaged Youth and Delinquency. His paper, "Transitional Problems for the Delinquent: From Institution to Community Life," will be included in the next progress report.

On September 8-10, the Project Director participated in a workshop, "The Use of the Offender as a Correctional Manpower Resource, It's Implementation," which was held at the Asilomar Hotel and Conference Grounds, Pacific Grove, California. The workshop was sponsored by The Institute for the Study of Crime and Delinquency under contract with the National Institute of Mental Health.

Visitors to the project during this reporting period included the following:

Ben Hogan, Reporter for the Birmingham Post-Herald. Mr. Hogan reviewed the Draper Correctional Center and all the programs here in preparation for a series of articles he is writing for his paper on The Alabama Prison System. (Refer to articles in Appendix A.)

Charles Fagan, Vocational Education Director, Elreno Federal Prison in Oklahoma.

Mr. and Mrs. William C. Sturgeon, Mobile, Alabama. Mr. Sturgeon is a Board member of the Rehabilitation Research Foundation and wished to discuss the educational projects with the Project and Program Directors.

Ronald Christensen, Institute of Defense Analysis, Arlington, Virginia, consulted with various staff members to determine if any of the policies and procedures being followed could be utilized by his institute.

Dr. Lamar Empey, who is famous for directing the Provo Experiment, and Frank Graves, Director of Boys Republic, Chino, California, were interested in Draper's effort to coordinate educational programs with the total institutional operation. They also wished to learn about systems of reward for behavior change and the use of programmed instruction. Dr. Empey is the Director of the Youth Studies Center, Los Angeles.

Representatives of Project Challenge in Lorton, Virginia--Dr. Reuben S. Horlic, Superintendent, Youth Center; W. D. Pointer, Training Coordinator, and Leon Leiberg, Project Director of Project Challenge--spent several days at Draper interviewing various staff members and exchanging information about their project.

Allan Shields, Sociology Professor at Auburn University, brought a class of 30 students to tour the experimental projects.

Forerunner of the Inter-Agency Team from Hawaii was Myron B. Thompson, Director of the Liliuakalani Trust Child Welfare Department, who spent the first week of October in an intensive on-site study of the experimental projects.

Joe Tucker and Theresa Trittipoe of Performance Systems, Inc., consulted with staff members October 5 and 6 concerning a curriculum to prepare disadvantaged students, in the shortest possible time, to pass the General Educational Development Test for the equivalency of a high school diploma.

During the next reporting period, we expect to conduct the Training Conference for the Hawaiian Inter-Agency Team, prepare for and hold graduation exercises for current trainees, recruit students for basic education classes, conduct prevocational training for applicants and select final trainees who will begin vocational courses December 5.

Other scheduled activities are the initiation of our "Management by Objectives" program, planning for in-service training, scheduling evaluation interviews with recidivists, and traveling to Mobile, Chicago, and Tennessee to conduct in-service training or address groups interested in effective methods for working with the disadvantaged. Of course, regular project activities such as job placement and follow-up are anticipated to continue on schedule.

Field testing of programmed lessons which has been unavoidably delayed for some time has been scheduled with several state vocational and technical schools for November and early December.

Recruiting

The promotional and recruiting activities for the fifth section of training, scheduled to begin December 5, were begun six months in advance so that we might select those inmates who would need to attend basic education classes for twenty weeks prior to the beginning of vocational courses. MAT test scores of applicants range from 3.3 to 7.5 grade placement, and all of those who scored under the 6th grade level will certainly need twenty weeks of intensified basic education prior to entering vocational courses if they are to succeed in the latter training.

As recruiting progressed, we learned that a separate proposal submitted for the operation of a basic education program was not approved for lack of adequate funds. Recruitment activities came to a halt as we re-evaluated the situation in terms of what could be done to raise the academic levels of inmates with very low achievement levels. Although the basic education component was finally included in the request for renewal of the E&D project, approval was not received in time to serve applicants who begin vocational courses December 5. Shortly thereafter, the Counseling Department received notification that enrollment requirements for the new vocational courses should be increased by 50 percent, i. e. the former 10 students per course would be raised to 15; the total enrollment would be raised from 70 to 105 trainees.

With this new directive, the Counseling Department, on the basis of previous experiences, realized that a different approach to recruiting would have to be made. The ratio of applicants accepted to those rejected in the past was approximately 3 to 1. At such a rate, a total of 420 inmates would have to be tested, interviewed, etc., to secure the required 105 inmates who would be eligible for training.

Having already learned, during the last reporting period, that the rate of processing is geared to an average of 10 applicants per day, the department realized that processing applicants would require at least 42 days to serve the estimated 420 inmates and finally select 105 trainees.

The following plans were made to expedite the recruiting process. First, the original group processed for basic education was again screened for possible enrollment in vocational courses, without the benefit of basic education prior to training. Second, a team of recruiters went into the prison classification office and screened the records of the total population. Factors considered during this screening process included whether or not the inmate was scheduled for short-time release, the length of his sentence, the date the sentence began, parole possibilities, age, nature of crime, parole waivers, and holdovers. Finally, a list of 204 names was secured from the Classification Office. Dispensing with the routine method of distributing application forms through the guards' offices, we handmailed an application to each inmate on the list, asking that he complete the form and return it to the guard's office.

We are still encountering problems in getting applicants released to the industrial area on a specified date. Although stop-up lists are prepared in accordance with rules and regulations, only about half of the inmates whose names are on the list report for testing and interviews. The cooperation of the warden, the classification office, and other prison personnel is being sought in order that we may conclude recruiting activities as soon as possible.

As soon as we receive official notice that this project has been renewed, we will resume recruiting activities for the basic education component.

Counseling

One of the major tasks of the counselors during the training is their efforts to get holdovers resolved for trainees who have shown marked improvement in attitude and are making progress in learning a trade so that these trainees may be released and placed in jobs as soon as possible following completion of courses. On the basis of recommendations from the project counselors, quite a number of court officials have cooperated in getting such detainers dropped. Of course, we have our failures in this area, too. When a detainer cannot be resolved and the trainee must serve time in another institution, the counselors maintain as much contact as possible with the graduate to encourage him and to assure him that every effort is being made to assist him in gaining his freedom.

One of the Barbering graduates who completed training in October of 1965 wrote the Vocational Counselor in September, telling him about the Federal Correctional Center to which he was sent from Draper Correctional Center and reporting to him the possibilities of his being released. (Refer to Appendix B for excerpts from his letter.)

Dropouts

With a view to the experimental nature of our project, we accept for each section of training a few inmates who appear to be firmly committed to the convict subculture to determine if any of the rehabilitative techniques utilized in the E&D project are effective in leading to the modification of their behavior. While this type of trainee may be able to participate in the project without problems, it is usually difficult for him to avoid disciplinary action within the institution. Sometimes, this involvement in subculture activities carries over to the training program, and action taken by the institution affects his training status. This was the case when four trainees were involved in a disturbance within the institution and had to be dropped because prison officials transferred them to another institution. Another trainee in the Technical Writing Course, already on probation for misconduct in school, was finally dropped when his misconduct and insubordination inside the institution made it no longer feasible or possible to keep him in the project. This particular trainee had been counseled on numerous occasions, but project staff members were unable to get his cooperation.

A student in the Welding Course, also on probation for breaking school rules, finally violated probation by leaving class without permission. Had he returned to class when warned to do so, he would not have been dropped. However, his insubordination to the staff member who cautioned him concerning his probationary status and asked him to return to class left us no alternative, and he was immediately dropped.

One Barbering student's grandmother wrote two letters to the Barbering instructor requesting information concerning the trainee's progress in school and his conduct in the institution. Having received a good report, her second letter stated that she would like to help her grandson purchase his barber tools and would send the money as soon as the instructor requested it. Unfortunately, this trainee had to be transferred to another institution according to prison authorities "for the good of the institution" before the grandmother's letter was answered. Since the trainee had to be dropped from the Barbering course, this instructor asked one of the counselors to write to the grandmother. She was told that he was dropped from training because he had been transferred to another institution. The reason he was transferred was withheld. After having had little success with measures taken to control homosexual activities in which the trainee was involved, the Warden had this student transferred to Kilby prison.

Six trainees were dropped for good cause. Three students had to be away at court trials too long to receive the number of hours of training required for completion of their courses.

Two students were dropped from the Bricklaying Course because of illness. One trainee had to be absent too often to do the required work. The other trainee was diagnosed by the prison doctor as being physically unable to do shop work in this course.

Finally, another student was dropped when he was released from the institution a month and a half before graduation. The "time off his sentence" for good behavior was restored and this trainee elected to go free rather than complete the Barbering Course.

Current Enrollment

The following table is a breakdown of the current enrollment:

Class	Enrollment	Number Dropped	Reasons		Total Enrollment
			Good	Bad	
ASSMA	11	1	x		10
Barbering	10	2	x	x	8
Bricklaying	10	2	xx		8
Elec. Appliance Repair	9	3	xx	x	6
Radio-TV Repair	10	2		xx	8
Tech. Writing	10	1		x	9
Welding	11	2		xx	9
TOTAL	71	13	6	7	58

Study-in-Depth

Our two years of experience in working with young offenders has led us to realize that we must go further in understanding these subjects if we are to significantly effect behavior modification or change while they are in training. The Counseling Department hopes to initiate a study-in-depth program which will help all staff members to know much more about the young offender's background, how he becomes involved and reinvolved in illegal pursuits, and how he can be helped to either overcome or to bypass the barriers to rehabilitation.

Group Interaction: The in-service training in group interaction techniques has already proved to be helpful, especially to the instructors who have the most constant contact with subjects.

Family Counseling: Essential to the study-in-depth program will be the implementation of an intensive family counseling program while the inmate is in training. To date, we have communicated with families and close relatives by letter, explaining the program to them and seeking their cooperation in encouraging the success of their sons, husbands, or brothers. Quite a few families have been visited by Counselors or the Job Placement Officer, as we were able to work these visits into a very crowded schedule. However, we realize a need to have closer contact with families of trainees during the first few months of the courses when the subject's commitment to the rehabilitation program is crucial and when his success in training is greatly influenced by the news he receives from home. However many disappointments a trainee has brought to his family, the family ties are close enough to frequently disrupt his progress in training. A student who is emotionally upset about his family's needing financial assistance, or an unfaithful wife, or perhaps doubtful about who is caring for his child, is not apt to make much progress either in his attempts to learn a trade or in his relationship with others.

Exhibiting an interest in the inmate's family relationship and clarifying misinformation he may have received from others who were not completely informed has more effect on establishing a good relationship with him than might be suspected, as illustrated by the following case:

An inmate who was assigned to the project to serve as an "office helper" was extremely timid when he approached any of the secretaries to receive instructions. Despite his timidity, he was always neat and clean, pleasant in attitude toward all the staff. One day staff members noticed that the boy was very depressed. Upon inquiry, they learned that his mother was undergoing surgery in a Montgomery hospital. Because he did not have many of the facts, he was concerned about what was wrong and seemed to be very frustrated because he was not free to be of help to her. To allay his fears, one staff member volunteered to stop by the hospital that evening so that she might report the mother's condition the following day. This seemed to satisfy the young offender, and he returned to his chores with a lighter heart.

The hospital visit was a brief one, but seemed to be appreciated by the family who was concerned to hear news of the inmate. While talking with the family, the staff member was surprised to hear their unanimous description of the youth. "He could walk up and shake hands with the President of the United States," the mother commented. "He's very outgoing."

The staff member reported the mother's progress to her son the next day. Puzzled by the entirely different image she had of the inmate's personality, she questioned the Follow-up Counselor who had supervised the boy when he had previously been on parole. The Counselor confirmed the mother's evaluation. "In his own territory, he's very aggressive. He has just never been exposed to ladies who are like the office secretaries. The only girls he has ever known did not command his respect as each of you do. He wishes most of all not to offend you, and he is afraid he will."

As the staff members came to know this inmate, several realized that his aversion to the Warden's philosophy--conversion from the convict subculture--reflected that he was involved in this conversion process. He frequently expressed dislike for the Warden's way of handling matters and insisted that he wanted to avoid all contact with the Warden. He also expressed a dislike for school, saying he just couldn't learn. Anyway, he would point out, he already had a trade. He had been a good "roofer," and he saw no need to become involved in a vocational training program.

Six months passed and this inmate, interestingly enough, applied for the Bricklaying Course which will begin in December. (More of his case summary, as expressed in his own words, is included in Appendix B.) Considerable behavior change was noted as various staff members watched this inmate's progress during the six months he was assigned to the office. It will be helpful to follow this young man's progress in training to determine if the project's philosophy as presented to him by a complex of staff members, in combination with the Warden's conversion process, will continue to effect overt behavior modification. Another factor we will keep in mind is the depth and length of exposure this inmate has had to project personnel.

Recidivist Study and Retraining: Another important phase of the study-in-depth program will be an intensive study of all Draper MDTA recidivists who have been returned to the prison system of Alabama in order to get leads on factors that led to parole violation and, in a few cases, the committing of new crimes. As reliable information becomes available from this recidivism study, plans will be made for a retraining program. Information from the recidivism study and retraining will obviously have significant bearings on our Community Sponsorship Program, giving guidance in the training of lay volunteers who will be acting as personal sponsors of releasees.

Follow-up Study on College Corps Program: Following a one-year lead of the NIMH Project at Draper Correctional Center, the MDTA project has experimented for two years with the employment of college juniors, seniors and graduates in subprofessional roles. The College Corpsman comes from various colleges in Alabama and from other states and is employed on a co-op basis; he usually works for only one quarter or semester, then returns to college for the next term. To determine the effectiveness of the paraprofessional in a rehabilitation program and to establish what value such an experimental experience may have for the college student, the Counseling Department began a follow-up study on college corpsmen who have served at Draper. The study seeks to achieve the following objectives:

Objectives

1. To determine the number of participating colleges and the number of participating students from each
2. To determine if college corpsmen returned to college or pursued higher educational goals
3. To determine what college majors and minors were pursued by college corpsmen
4. To determine how many corpsman have completed work for degrees since their service in the Draper program
5. To determine how many are working in fields related to their training at Draper (research, corrections, education, social work, etc.)
6. To obtain corpsmen's views as to how the training at Draper may have helped them in career decisions, college study, job-seeking, and employment

7. To obtain corpsmen's reactions to the Co-op Training Program as designed and to get their suggestions for improvements which need to be made

Questionnaires eliciting information from former corpsmen have been sent out and returned, and data is being compiled so that we may include the results of this follow-up study in a future progress report.

Training

It is the responsibility of the State Division of Vocational Education to administer the program at Draper Correctional Center through the designated training agency, the Rehabilitation Research Foundation, in cooperation with the Board of Corrections. The program is coordinated by the State Director of Vocational Education. Supervision for organization and development of the program is provided by the State Supervisor of Manpower Development and Training. The Project Director, with the aid of counsultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases is the responsibility of the Program Director.

Program Purposes and Objectives

A significant purpose of this program is to adapt to traditional vocational training certain recently developed but proven teaching techniques which are now being applied with success (generally, under the name of programmed instruction) by various agencies such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Staff and Training Command, the Agency for International Development, and many schools and industries. We are developing programmed materials for several basic trades for which such materials do not now exist or are not available as well as for teaching personal-social skills. These programs are designed to individualize training for the target population. Our further purpose is to develop the necessary guides that will make such materials and their proper use feasible for both correctional and public educational institutions.

The specific purposes of the training phases of this project are as follow:

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The selected courses for the project are as follow: Combination Welding, Radio and T.V. Repair, Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barbering, Bricklaying, and Technical Writing.

2. To significantly reduce the preparatory and vocational training time through the construction of programmed materials of two kinds:

   a. Programs that serve as adjuncts to existing training materials, making these materials easier for the student to understand

   b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of a training job

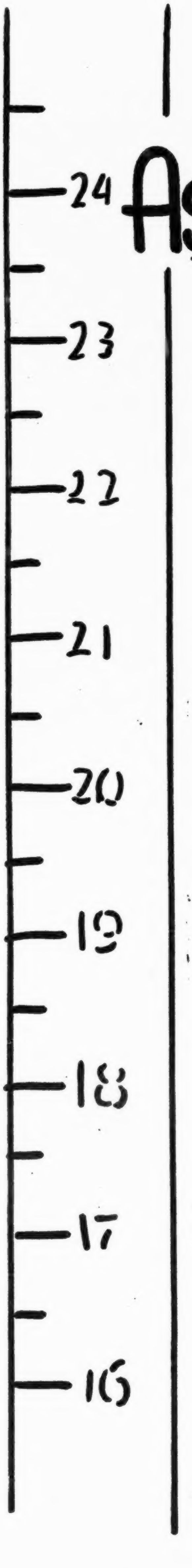
3. To assess ways of improving the training and programming activity and to insure proper placement and guidance of the trainees after parole

4. To make available to correctional and public educational institutions both the training materials and the procedures for their use

The MDTA codes, occupational titles, DOT codes, length of training, and the number of trainees for each course are shown in the table below:

CODE	TRAINING AREA	DOT	Length of Training	Number of Trainees (10-15-66)
Ala-(M)6068-001	Combination Welder	4-85.040	26 weeks	9
Ala-(M)6068-002	Small Electric Appliance Repairman	7-83.058	26 weeks	6
Ala-(M)6068-003	Radio & Television Repairman	5-83.416	52 weeks	8
Ala-(M)6068-004	Automobile Serv. Sta. Mech.-Attendant	7-81.011	26 weeks	10
Ala-(M)6068-005	Barber	1-21.01	26 weeks	8
Ala-(M)6068-006	Technical Writer	0-06.90	52 weeks	9
Ala-(M)6068-007	Bricklayer	5-24.011	26 weeks	8
				58

Twelve-month courses began November 1, 1965, and will end November 15, 1966. Six-month courses began May 2, 1966, and will end November 29, 1966.



ASSESSMENTS AND PRESCRIPTIONS

PERSONAL-SOCIAL

VOCATIONAL

ACADEMIC

Remedial (Basic Education): Adult Basic Education for the Disadvantaged Desirable Methods and Training Aids [1]

"Robert was one of 12 trainees enrolled in our Combination Welder course which was financed under the Manpower Development and Training Act. The course also included remedial or basic education. How he became an enrollee is a story in itself. When he entered, his achievement level was very low. Although he had completed the eighth grade in public school, his composite score on the MAT was 5.4; his reading score was even lower--at the 3.2 grade level. He was, we found, unable to read or write well enough to do the shop-related study in his workbooks. However, he had no trouble doing exactly what his welding instructor told him to do while performing shop work. Demonstrations or oral instructions had to be given him only once, and he was able to remember and follow them.

"As you would guess, Robert had dropped out of school as soon as he reached age 16. Until then, he had merely occupied space in a classroom because the truant officer forced him to attend school.

"Robert lived with his parents and four sisters in an environment wherein economic deprivations hindered his total development. Not only was he educationally retarded; he had very little exposure to the personal-social skills necessary to adjust to society. Awkward, shy, at a loss for words, he relied on an appearance of toughness to protect himself from the ridicule of others who dubbed him as a "weak spot." To make matters worse he lacked any kind of vocational training or even adequate work experience to hold a decent job. Little wonder that he turned to crime and ended up in prison.

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[1] This information was prepared by the Program Director, Donna M. Seay, and will be presented at the Sixtieth Annual Convention of the American Vocational Association in Denver, Colorado, December 6, 1966.

METHODS & TEACHING AIDS
DEPEND UPON

✓ STUDENTS ABILITIES & NEEDS

✓ AVAILABLE INSTRUCTIONAL MATERIALS

✓ SUBJECT - MATTER

"In this same welding course was Jim who was from an average family. He had attended public school but quit before completing high school to serve a tour of duty in the military service. Although his military record was good, he had had no occupational training. This 27 year old man has been in prison for eight years serving a sentence for murder. During the year before he entered our MDTA program, he enrolled in an academic program and completed high school training. Having successfully passed the General Educational Development Test for equivalency of a high school diploma, Jim enrolled in the MDTA project to learn combination welding. During his entire school period, this trainee got along well with people and earned recognition as a commendable and outstanding student. When he entered training, his reading level was high in comparison to other trainees, but Jim had knowledge gaps in the area of mathematics.

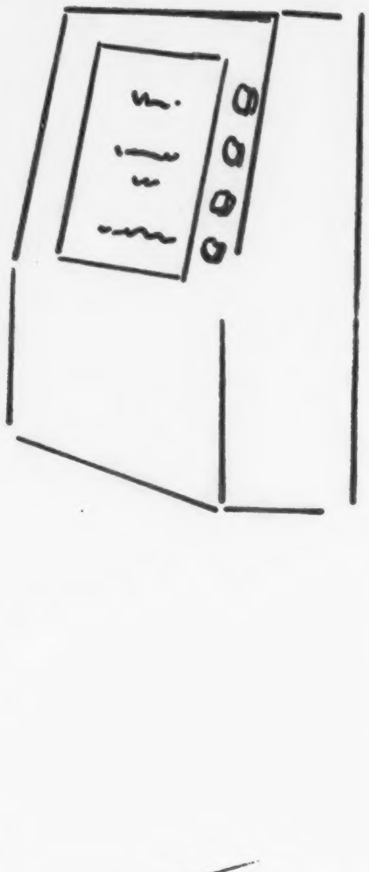
"By describing these two young men, I have given you examples of the wide range of abilities and developmental stages existing in a "disadvantaged" adult group. Refer to exhibits at the conclusion of this section for scatter patterns of three test profiles from each of our first seven courses. They are examples that will be familiar to teachers.

"In order that I may describe our most successful methods in the adult basic education course, let me first state that each of the 12 students in this MDTA welding course received a thorough assessment of his strengths and weaknesses in the areas of his academic, vocational, and personal-social needs. A course of study was prescribed that would allow him to fill the gaps in his knowledge and skills. Keep in mind that each prescription may be changed or adjusted when observations indicate the student is deficient in a different or more specific area. For example, as soon as the welding instructor learned

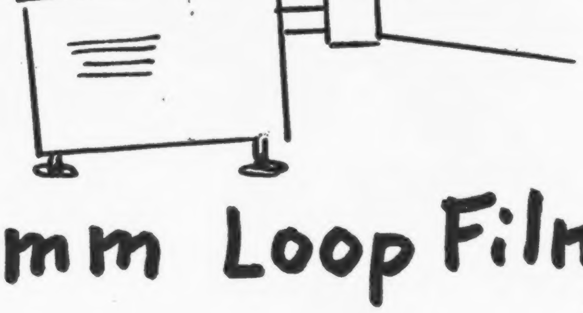
INDIVIDUALIZED METHODS

Tutor

AutoTutor



Programmed Instruction



8mm Loop Film

that Jim did not know how to use the scale ruler, he informed the basic education teacher. Realizing that this was more precise evidence of why he made a low score on his math test, the teacher did an item analysis of his achievement test and confirmed his suspicions that Jim could not work fraction problems. Rather than prescribe a comprehensive course in arithmetic the instructor gave him a more specific course in fractions.

"Once the individual prescriptions or assignments are determined, it is up to the teacher to plan what methods and equipment should be used with specific students. Subject matter and instructional materials, plus the student's abilities and needs determine the method and teaching aids to be used.

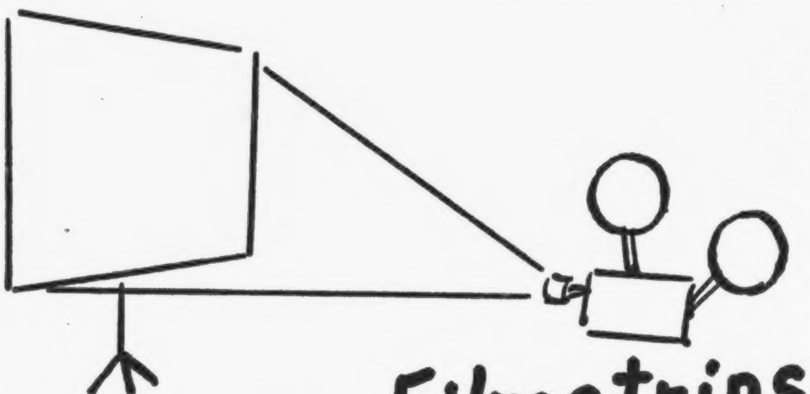
"Let us use the welding group as a typical class taking remedial or basic education. About the only element this group had in common was its vocational training objective of becoming combination welders.

"Since there was such a wide range of deficiencies in their academic background, the instructor used programmed instructional materials for the development of language and mathematical skills. Students with a low reading level were given programmed courses which used many illustrations and simple words. An AutoTutor, a teaching machine using intrinsic branching courses on filmstrips, was used with the better readers.

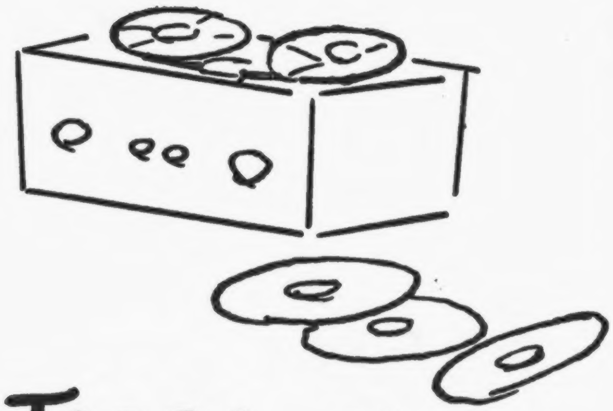
"The individualized methods using the programmed text and the so-called teaching machines with programmed film have proved very effective because the student learns at his own rate without being embarrassed before his peers because of ignorance. P. I. also allows the teacher time to assist students individually. The average grade level increase for this particular welding class in 140 hours of P. I. was one grade.

GROUP METHODS

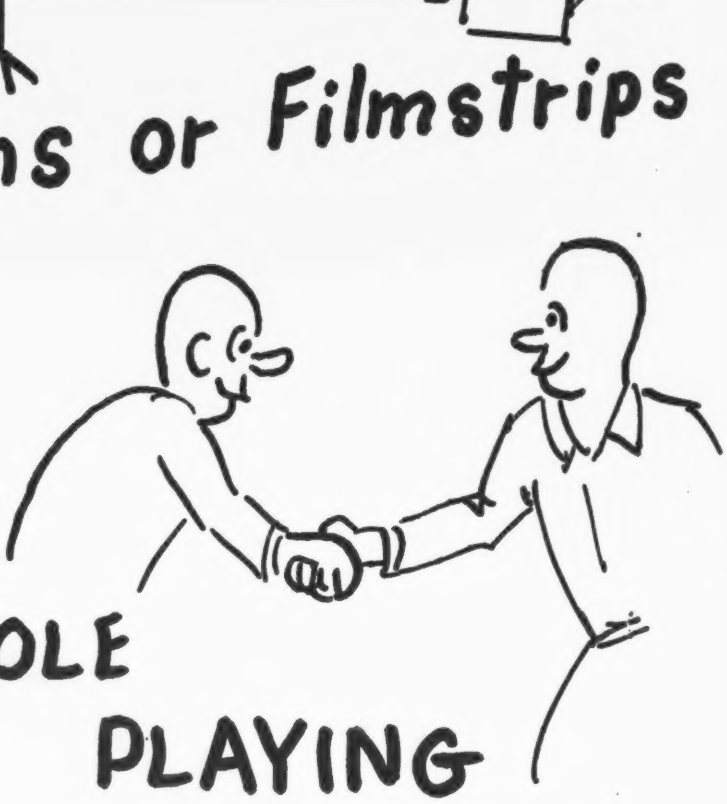
--- DISCUSSIONS BASED UPON



Films or Filmstrips

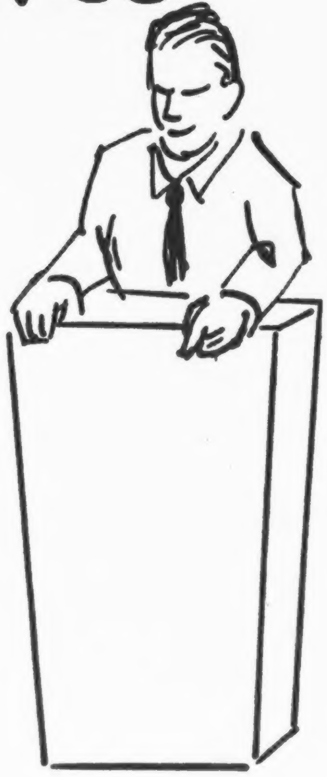


Tapes or Records



ROLE PLAYING

Lectures



Demonstration

"Certain subject-matter may be taught more efficiently with group methods. For example, personal-social skills are ideal for group discussions. A 16mm film, filmstrip, tape, or record, or a demonstration may set the stage and provide the background information necessary for a formal discussion of such subjects as human relations, employer-employee relations, citizenship responsibilities, grooming, table manners, job habits, etc. A variety of discussion techniques such as "Buzz" groups, the round-table, role playing, and the symposium, creates interest for group discussions. Different experiences and background within a group of adults also add interest to the discussions. However, a teacher must use conference leading techniques in order to assure participation by each student. An interesting and colorful teaching aid is the guest lecturer who is a specialist in his field.

"Subject-matter experts, who volunteered their services, drew on first-hand knowledge and experience to lecture in areas that would assist the trainees to successfully adjust to everyday living. For example, a session on personal budgeting was conducted by a banker. Establishing different types of credit accounts was discussed by the executive director of a credit association. Their training, experience, and interest brought real information to the problems at hand.

"Robert, even though he was unable to read, took part in discussions much more than most of the others. He had developed an extraordinary memory which helped him to compensate for his inability to read. The teacher was forced to tutor him when reading was necessary. He was placed in a very small group of the poorest readers where a combination of group and individual methods was used to teach reading, beginning with phonics. A multimedia machine called the PerceptoScope was used to present the programmed film. The PerceptoScope meets all visual-aid needs with one instrument.

COMBINATION OF

GROUP AND INDIVIDUAL METHODS

"An electronic device attached to the machine enables the instructor to use still projection for material requiring extended viewing and discussion because it gives him complete control of the timing. Its tachistoscopic projection feature helps students to develop the skill of rapid and accurate perception. Motion pictures may be used with variable speeds of from 1 to 24 frames per second and may be instantly stopped and reversed. It is possible to use a front and back film superimposed and projected together for controlled reading exercises which require precise pacing. The mechanical gymnastics that are possible with the machine are particularly effective in holding the interest of trainees.

"After the phonics course came the intermediate reading program. After 40 hours of reading instruction with PerceptoScope, the overall average increase in achievement level of the group participating in the intermediate reading program was much higher than the group of non-participants. The non-participants had an average increase of .7, whereas the participants had an average increase of 2.5. The highest gain of all students participating was from 4.9 grade level to 9.7, an increase of 4.8 grades.

"Workbooks which are used along with the programmed film provide the student with the opportunity to apply the skills that have been developed. This practice is performed at each student's own rate. Hence, we say that the PerceptoScope with the use of the workbook is an extremely effective combination of group and individual methods of instruction.

"Regardless of what instructional method is used, basic education courses must be related to the desired vocational training and experiences in everyday living in order that learning is made practical for the student. If information is useful immediately, learning becomes more efficient.

SUCCESSFUL METHODS AND AIDS----

REQUIRE ACTIVE INVOLVEMENT
of Student and Teacher

REINFORCE DESIRED BEHAVIOR

MOTIVATE LEARNING

MEET STUDENT NEEDS

"The MDTA student is usually motivated to learn a vocational skill, but he lacks enthusiasm for remedial or basic education instruction. Perhaps this lack is caused by his fear of exposure and ridicule for not knowing subject matter that he should already have learned. A teacher must recognize the importance of constantly motivating by finding ways to reinforce the learning process. Meeting certain personal needs such as the need for security, the need for new experiences, the need for conformity, and the need to help others, are ways of reinforcing behavior change--which is what learning is.

"This has been a brief view of some of the methods we have successfully used in adult basic education. The imaginative teacher will have the flexibility to use whatever method fits a particular student and a particular situation. It has been our experience that successful methods, whatever they may be, will have one or more of these characteristics:

REQUIRE ACTIVE INVOLVEMENT
Of Student and Teacher

REINFORCE DESIRED BEHAVIOR

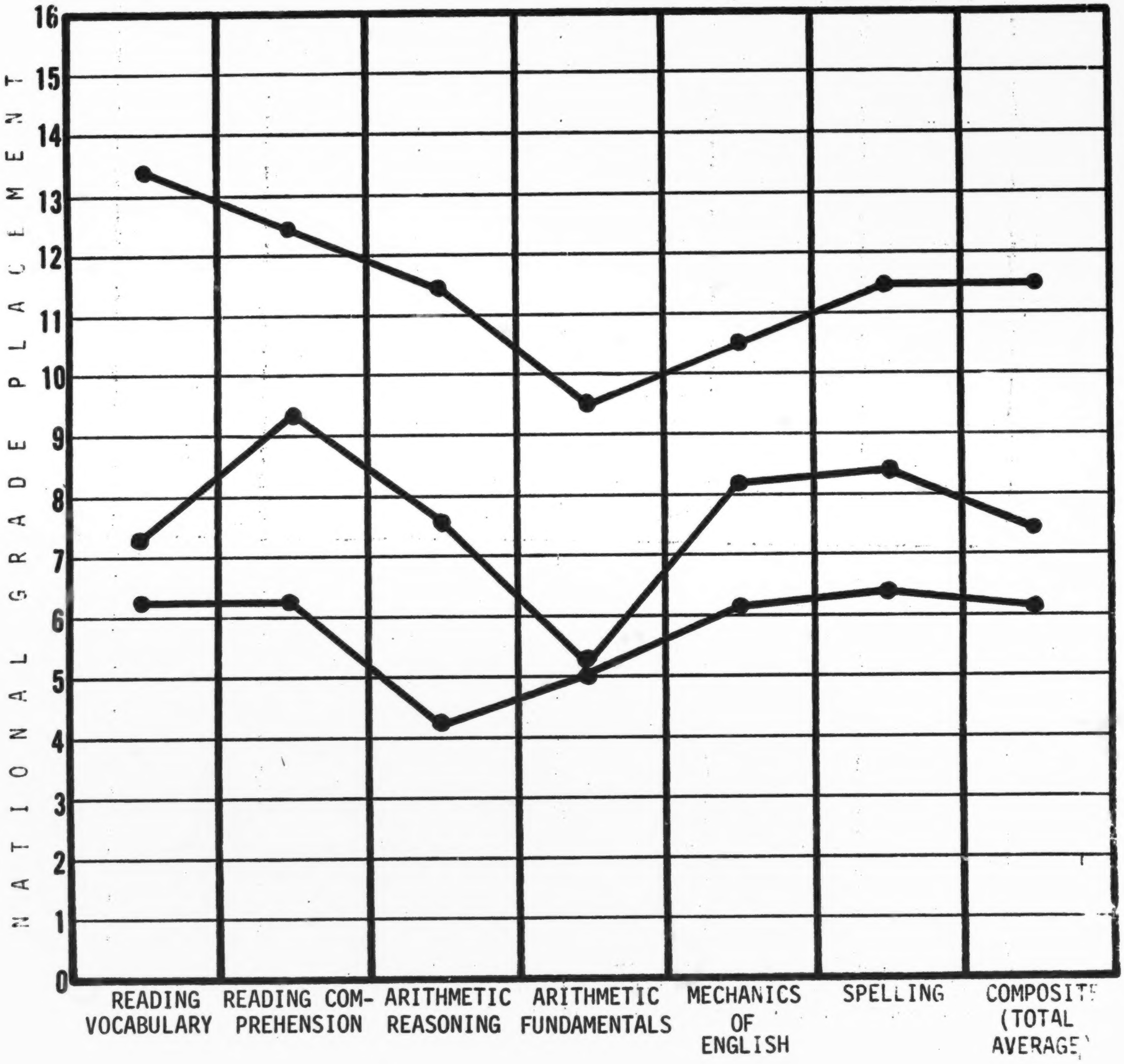
MOTIVATE LEARNING

MEET STUDENT NEEDS

THREE TEST PROFILES

CALIFORNIA ACHIEVEMENT TEST

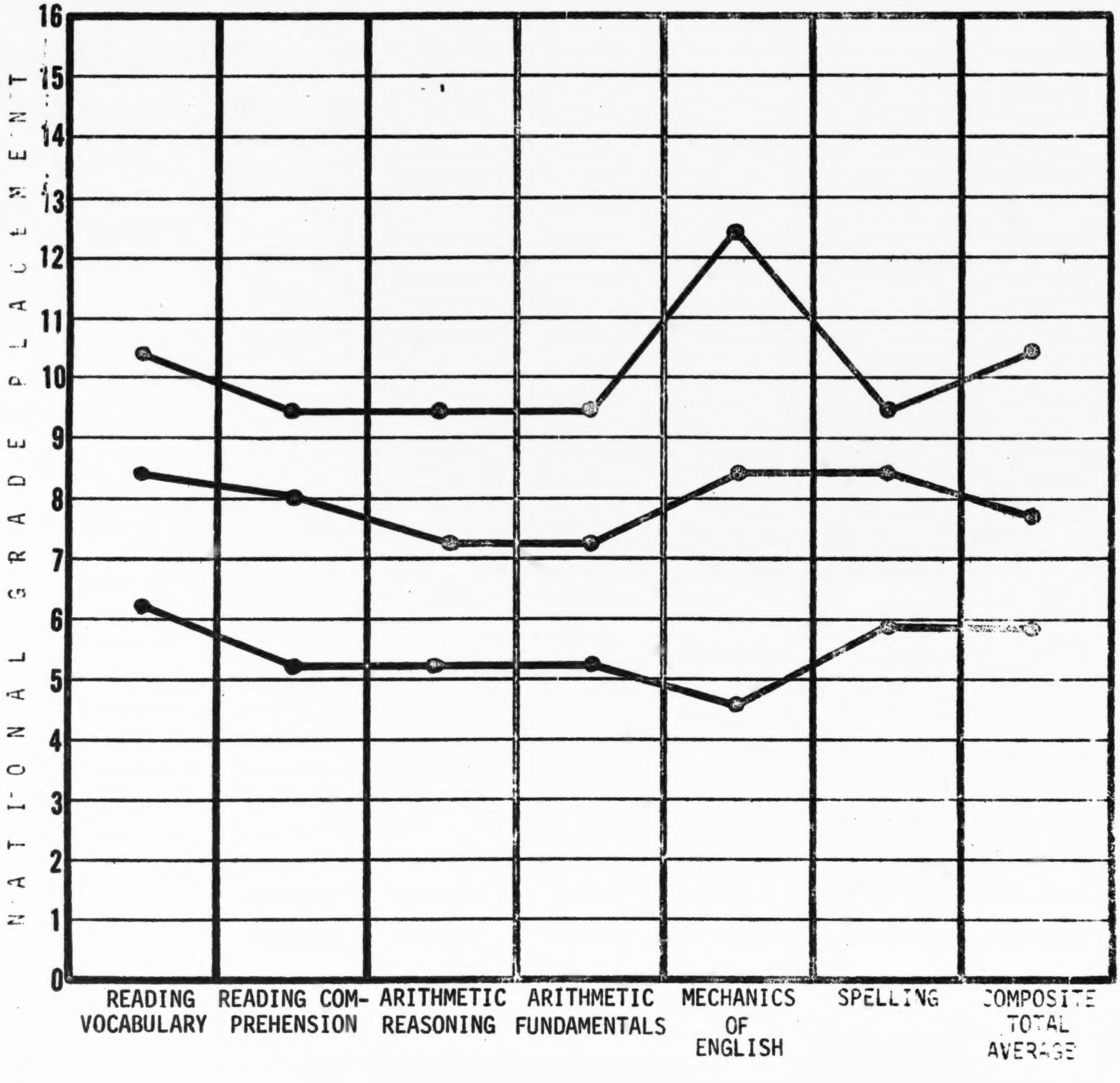
"AUTO SERVICE STATION MECHANIC-ATTENDANT COURSE - 6 months"



THREE TEST PROFILES

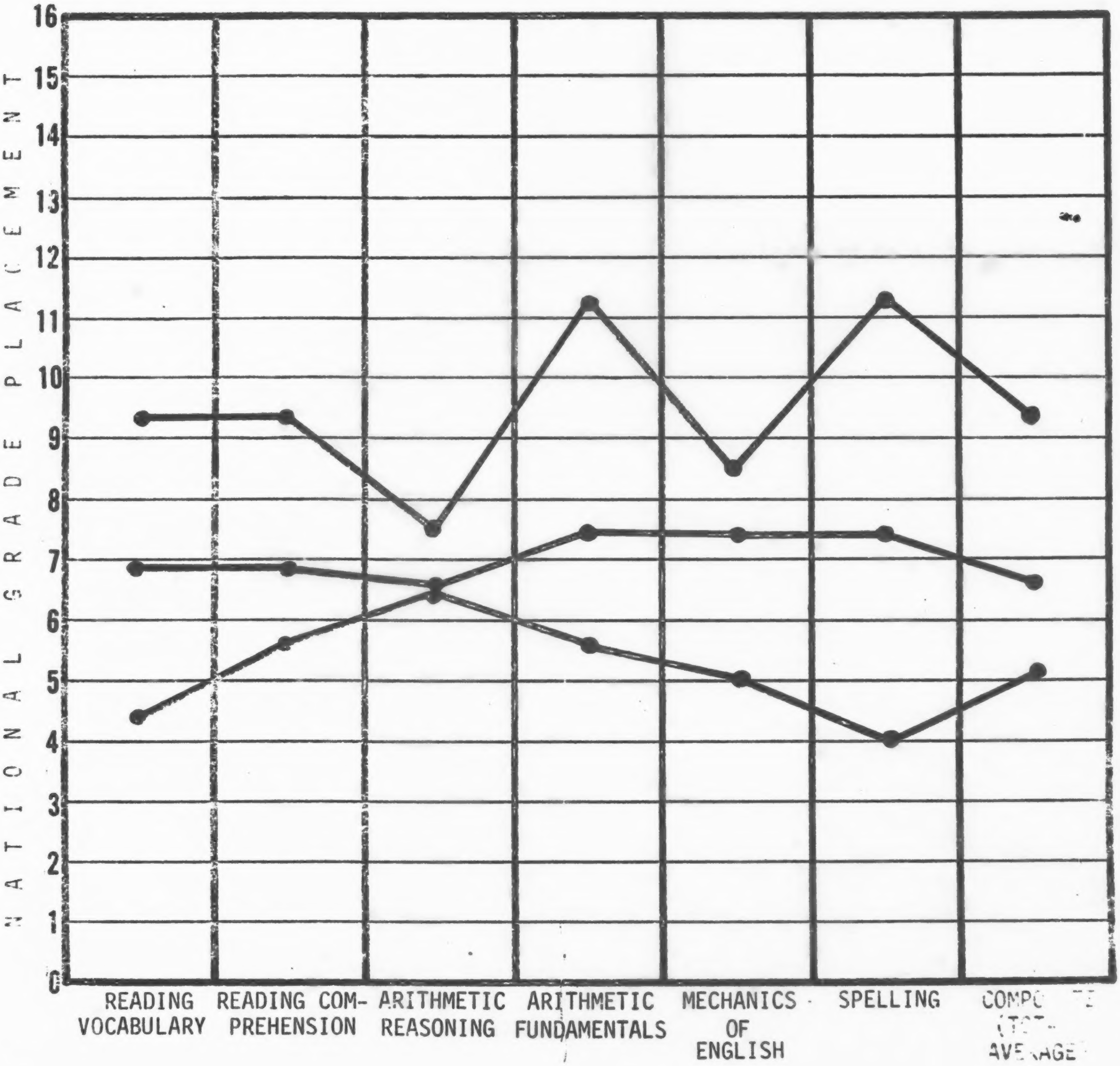
CALIFORNIA ACHIEVEMENT TEST

"BARBERING CLASS - 6 months"



THREE TEST PROFILES
CALIFORNIA ACHIEVEMENT TEST

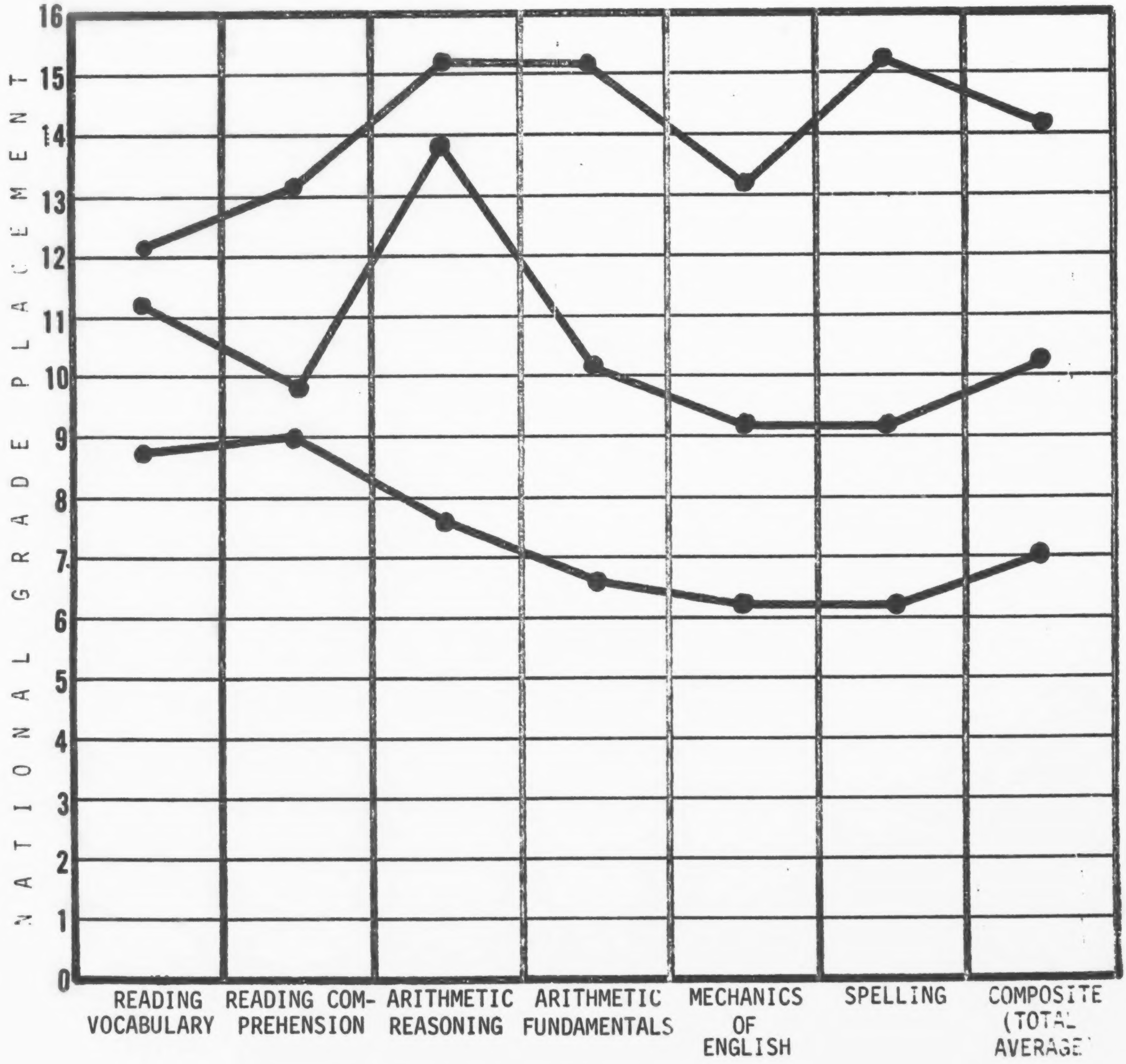
"BRICKLAYING CLASS - 6 months"



THREE TEST PROFILES

CALIFORNIA ACHIEVEMENT TEST

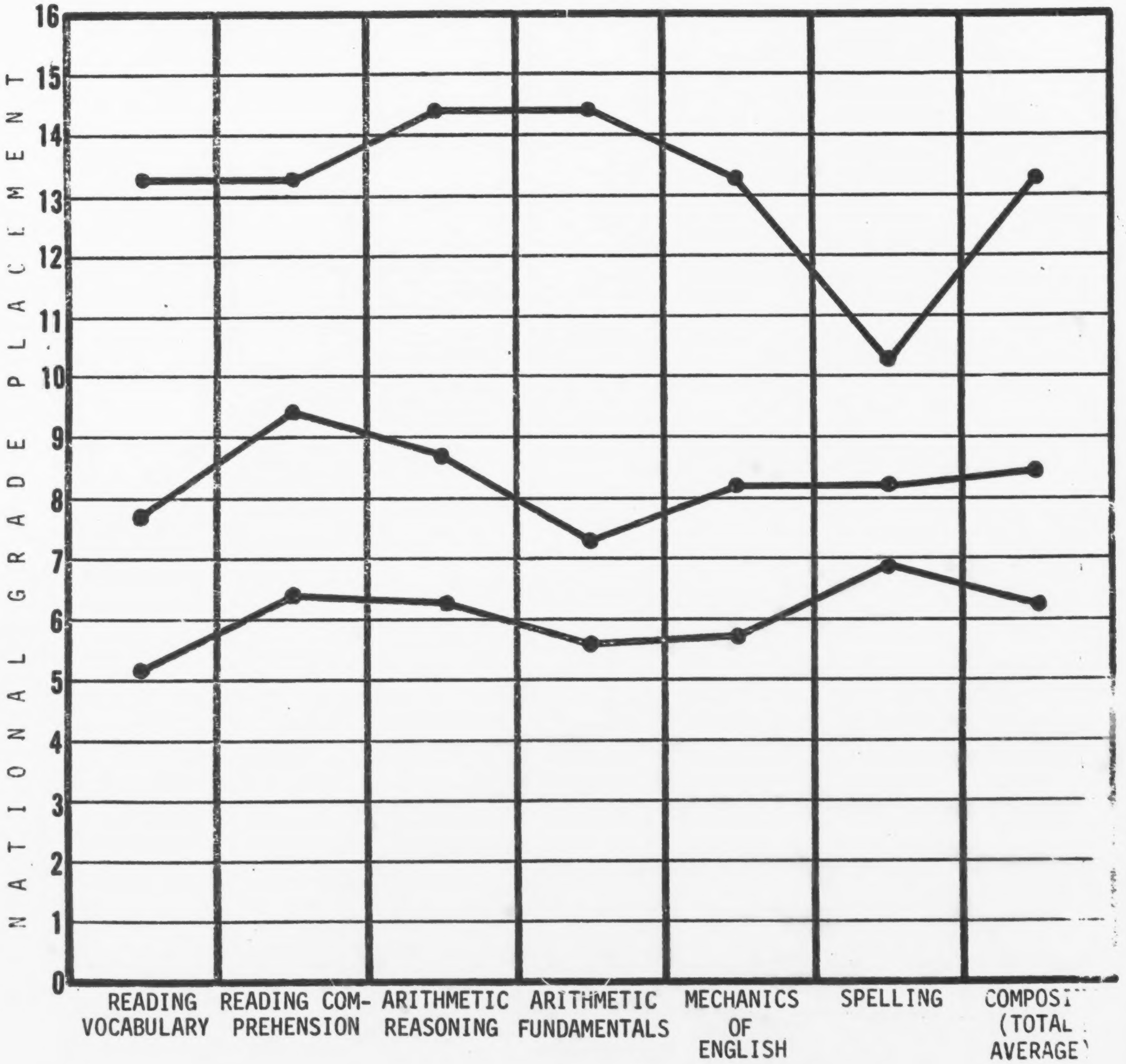
"RADIO-TELEVISION REPAIR CLASS - 12 months"



THREE TEST PROFILES

CALIFORNIA ACHIEVEMENT TEST

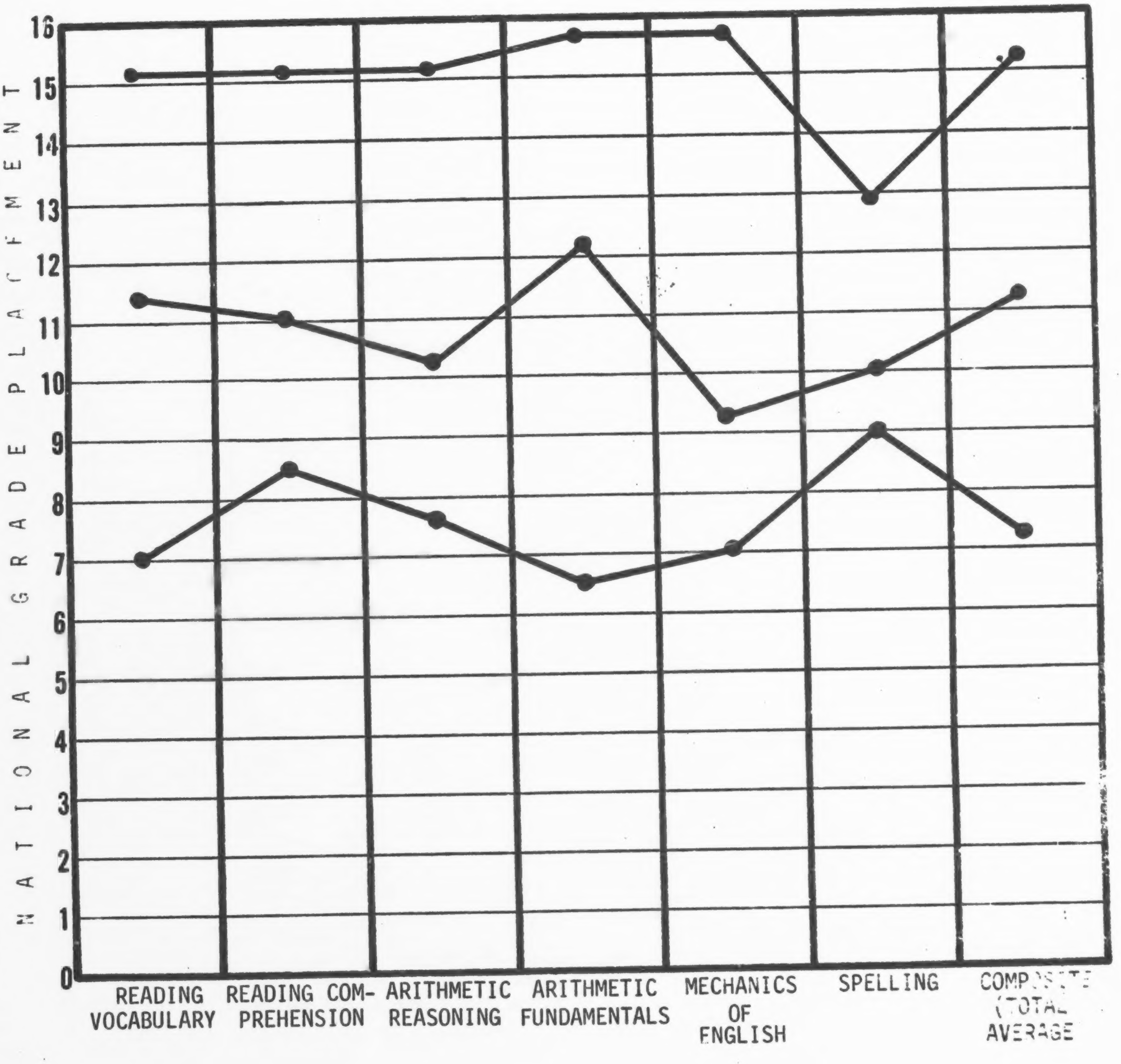
"SMALL ELECTRIC APPLIANCE REPAIR CLASS - 6 months"



THREE TEST PROFILES

CALIFORNIA ACHIEVEMENT TEST

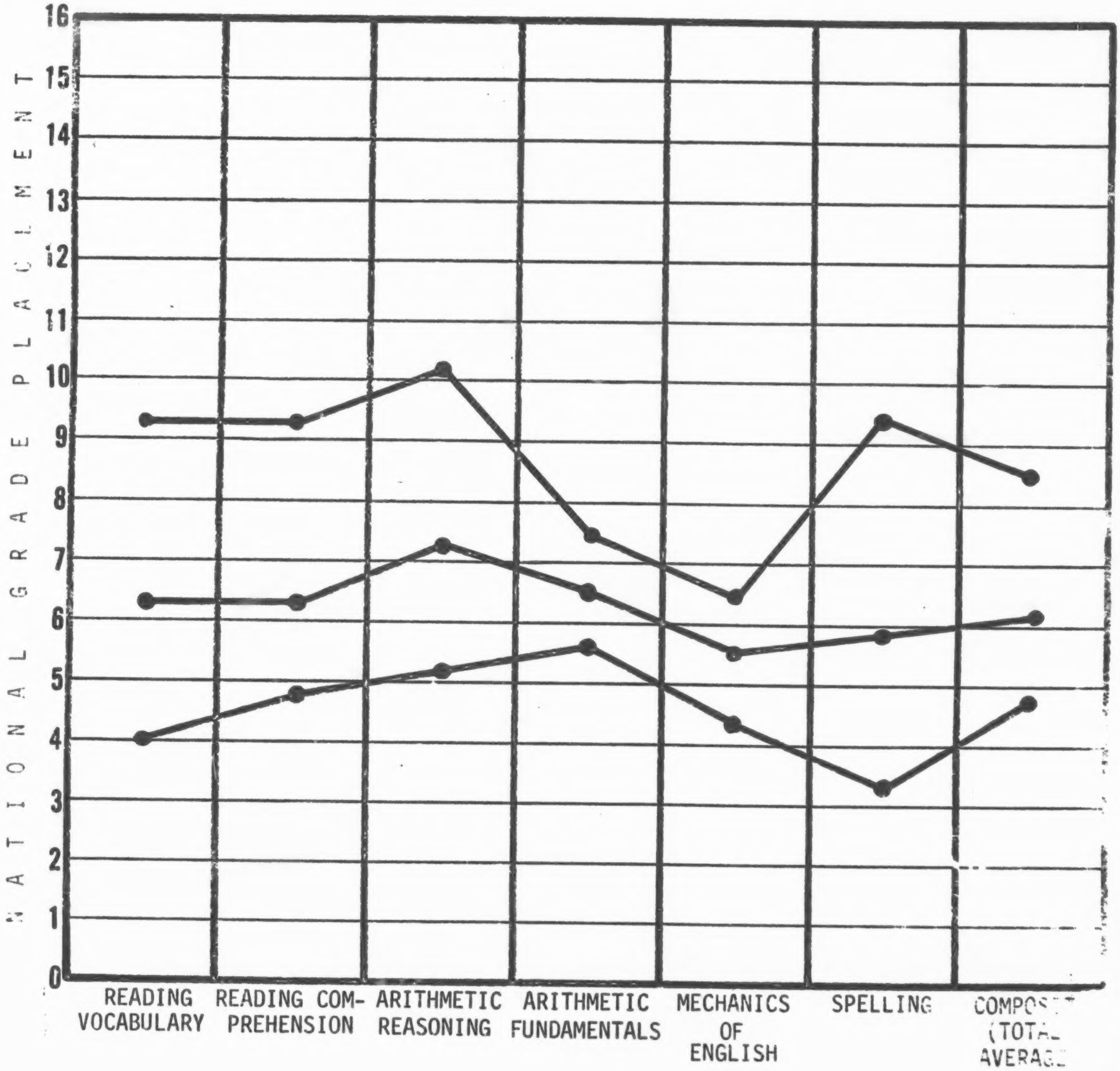
"TECHNICAL WRITING CLASS - 12 months"



THREE TEST PROFILES

CALIFORNIA ACHIEVEMENT TEST

"COMBINATION WELDING CLASS - 6 months"



Supplementary

The Reading Improvement Classes begun during this section of training have just been completed, and the results of the use of the PerceptoScope with these trainees are reported in the previous section, "Remedial (Basic Education): Adult Basic Education for the Disadvantaged--Desirable Methods and Training Aids." More important than the progress reflected on achievement test scores is the attitude of these trainees toward reading. Several of these students have reported to the Supplementary Instructor that for the first time in their lives they have read a book. Several motivating films were shown at the end of the program to encourage these students to continue to practice and improve reading skills in their spare time. Apparently, a number of the trainees are doing this and report to this instructor informally on their progress.

The Supplementary classes are proceeding on schedule and emphasis during the next period will be given to those skills which seem most important to the students just prior to their return to society. How to Apply for a Job, Job Habits, Civic Responsibilities, Parole Responsibilities, and other personal-social skills will be reviewed. A student from each course will be elected by his classmates during the next period to prepare and make a short speech for the graduation exercises, and this instructor will assist these students in preparing the speeches and rehearsing their delivery.

AUTO SERVICE STATION MECHANIC-ATTENDANT

Grady Meredith, Instructor

Purpose: To provide unskilled youthful offenders training for entry-level performance in the Auto Service Station Mechanic-Attendant Trade as a means of equipping them for successful participation in a highly competitive free society

Objectives

1. Determine the knowledge and skills requirements of the Auto Service Station Mechanic-Attendant Trade
2. Identify individual training needs of selected participants
3. Develop and conduct an experimental program for meeting trade and individual needs
4. Evaluate the experimental program results in terms of meeting specific needs and objectives

The original proposal for this project contained the basic goals for this particular work area. These goals were derived from studies which indicated a need for trained personnel in this field. The _Dictionary of Occupational Titles_ furnished guidelines for the objectives of the course.

Our objective is to train students so that they can meet entry level requirements in the Automobile Service Station Mechanic-Attendant trade. The course was arranged to try to provide this training. Personnel with widely varying degrees of ability can be successfully employed in this trade. For example, there is a definite need for clean-up men who would be required to do nothing more than maintain the appearance of a service station and possibly wash autos. On the other extreme, highly trained and skilled mechanics are employed by service stations. In addition to these, persons with a bent toward meeting the public or selling have excellent opportunities in a service station. Those trained in this area can utilize their knowledge and skills in many related jobs, such as maintenance of equipment related to farming, heavy construction, fleets of trucks or autos, selling parts or equipment, etc. Trainees in this course probably have a broader range of job possibilities than those in any of the other trades offered here.

The course content was developed using as guides existing training materials which were available commercially: trade journals, technical manuals, oil company publications, distributive education publications, and material from national and state petroleum associations. Using training materials on modifications in late automobiles is one of the best ways to keep informed of changes that occur during a model year. Trade journals are also excellent sources for information about new equipment, parts, accessories, and specification changes during a model year. We currently subscribe to two trade journals: Motors Auto Repair Manual published by Motor, 250 West 55th Street, New York, New York, and Super Service Station published by Irving Cloud Publishing Company, 73 North Cicero Avenue, Lincolnwood, Chicago, Illinois. We utilize a wide variety of technical manuals in conducting courses. Outstanding among these are: Motor's Auto Repair Manual, Motor's Flat Rate and Parts Manual, and Motor's Truck Repair Manual--all published by Motor. In addition to these, we use

Glenn's Foreign Car Repair Manual, Harold T. Glenn, author, published by Chilton, Philadelphia and New York. Another is Auto Engines and Electrical Systems written by Harold F. Blanchard and Ralph Ritchen and published by Motor, 250 West 55th Street, New York, New York. The foregoing technical manuals were purchased from the publishers.

From automotive manufactureres we have obtained free-of-charge various shop service manuals which cover repair, replacement, and adjustment of component parts of the automobile. Some manufacturers also furnish equipment or, in some cases, parts of an automobile for training purposes. The Chrysler Corporation donated to our project a complete 6-cylinder engine, in running condition, which we use for demonstration purposes to supplement classroom instruction. Students disassemble, repair, and make adjustments on this engine. We have found that most manufacturers are happy to cooperate with a vocational training school in any way that they can. They feel it is a good investment, since the exposure of their products or equipment to the public, particularly to students, familarizes them with the particular equipment and may eventually lead to an increase in sales.

Other manufacturers who are quite helpful to us are those who sell shop equipment, such as tune-up instruments, tools, supplies, etc. Quite often these people will send representatives to visit us who will explain new or different techniques and describe or demonstrate new equipment which is on the market. Various parts manufacturers also have training programs designed to send out representatives who are well informed concerning their products and repair techniques and are eager to talk to students. Oil companies are excellent sources for information related to this course. We have found them very cooperative; they have never hesitated to supply us with information, technical training manuals, and, on occasion, to send in training personnel to assist us.

Our classroom instruction is built around a study guide in auto mechanics. This is a publication of the Department of Trade and Industrial Education, University, Alabama. In a sense, this guide is programmed instruction. The student studies the related text or texts, answers series of questions, and is then tested on individual jobs which make up the study guide. The texts which are keyed to the study guide are: Automotive Mechanics by William H. Crouse, Automotive Electrical Equipment, and Automotive Engines by William H. Crouse. All three of the above are published by McGraw Hill Book Company, Inc., New York, New York. Two additional books which are helpful are published by the American Technical Society, Chicago, Illinois. They are Automotive Maintenance and Trouble-Shooting by Venk and Spicer and Automotive Electrical Systems by Franzee and Bedell. One additional book which we found to be helpful is General Repair Tools for Automotive Mechanics by Delmar Publishers, Inc., Albany, New York. This is a very thorough work which covers the use and maintenance of practically all the hand tools utilized in automotive repair work. It also deals with various power tools, shop tools, and shop procedures.

We have also utilized to advantage distributive education publications in this field. These were developed by the University of Texas with the cooperation of the American Petroleum Institute. The material which we use was assembled as a package designed for training service station attendants. It covers the entire range of training in this area, including selling, repairs, personal grooming, housekeeping, and all other aspects of service station work. National Cash Register Company supplies a manual on service station management which is also very helpful. The American Petroleum Institute furnishes, free of charge, a film strip on energy. We have purchased one set of film strips on auto mechanics from the Jam Handy organization. We have found that these are helpful in teaching theory, although they are fairly old. A wide selection of Air Force training films is available. These are designed specifically for training personnel to service and maintain government vehicles, but the theory is generally applicable to our purpose. We secure our films through the Maxwell Air Force Base Library.

Salesmen and manufacturers' representatives are excellent sources of information for this purpose. They can usually demonstrate and show samples or films of procedures used in this trade. Other possibilities are owners or operators of service stations. They are able to give valuable insight into the needs for training and knowledge of products and salesmanship in the localities where the trainee might be employed. Another resource is job placement or employment service personnel. These people vividly describe the need for adequate training in a trade area. One additional training aid which we find very helpful is a set of charts published by the Sun Electric Company. These charts, along with other training materials, are utilized at the proper time during the course to graphically demonstrate electrical components and systems of automobiles.

Decisions for selecting all of the above materials were based on the needs of employers in this geographical area. After contacting various people mentioned before, we selected the areas for training which would fill the needs of the greatest number of employers. We based our selection of materials on these needs. This has been a continuing process. We are constantly looking for new and better ways to teach. As new products, references, equipment and material become available, we try to secure them to determine if they will be useful in our program. This is necessary because of constantly changing models of automobiles and their related equipment.

The first class of students served as a model for succeeding classes. We learned a great deal about the attitude of the students toward training, the educational level required to complete training, the availability of work which could provide shop practice, and the arrangement of the work so that students would receive experience on a variety of jobs. We learned which jobs could be best taught by demonstration, lecture, and workbooks and which jobs were best taught by using a combination of these techniques. In most cases, the greatest amount of learning takes place when the theory is presented first, or simultaneously with a demonstration, then is followed by giving trainees an opportunity to perform the job. Students also seem to take a greater interest in doing the work properly, thereby learning more, when they know that the job that they are doing is to be useful. For example, they would generally take much more interest in doing a conscientious and thorough job on the automobile which belonged to an employee in this project than they would take in doing the same repairs or adjustments on a demonstration engine in the classroom. For this reason, we try to provide as much "live" work as possible. We have been extremely fortunate in having been able to have an adequate amount of live work to do. The automobiles on which we do minor repairs belong primarily to project employees. We also have work available from state employees who work nearby. We feel that our work would not have been nearly so successful had all shop experience been gained from working on jobs which were not to be useful to someone.

In developing the content of the course, we had to begin by assuming that the students knew practically nothing about mechanical repairs, selling, adjustments, or any of the many other varied qualities that a good service station mechanic-attendant should have. We found that our assumption was true, because most of the inmate students have very little, if any, accurate knowledge in these areas. In fact, most of them enter training with a tremendous amount of misinformation which has to be rearranged or discarded before they can succeed in training.

The content of the course is also affected by the availability of equipment. If adequate money is available, the tool room should include sufficient tools to allow each student to work at his maximum potential. The tool room should include a wide variety of assorted hand tools, such as pliers, screwdrivers, socket sets and wrenches, as well as special tools to familarize trainees with as wide a variety of available equipment as possible. Each student in the course presents a different problem. This is due to the fact that in every course there is a wide range in intelligence, educational achievement, experience, mechanical aptitude, and initiative.

The content of the course is also affected by the group itself. Some individuals within the group will be able to progress much further and at a greater rate of speed then others. Some will be able to accomplish relatively little in comparison. Therefore, the course must be designed so that each student may obtain maximum benefit. This, of course, requires constant supervision of job assignments and related studies. Since this trade can offer employment to individuals with an extremely wide range of abilities and skills, we feel that even if a student is not the most capable in the group, he may still be employed successfully, even if his work is related only to menial or unskilled tasks. Any employment, of course, depends on his having developed acceptable attitudes toward society.

The sequence in which the material in this course is presented must follow some logical order. Bear in mind that we work constantly to effect changes in attitude and behavior. This is not an area to which we assign a definite period of time for instruction. This is an underlying goal toward which we work constantly in the classroom and shop or at any time that we have contact with students. With the technical training, we begin by teaching how an automobile runs. We teach this phase in detail through the use of charts, films, textbooks, filmstrips, lectures, engines and chassis. After the students develop some understanding of these systems or components, we go into a detailed study of the component parts. We have found that teaching theory, using any available aids or techniques possible and giving related work in the shop dealing with the theory which has just been taught, is most effective. We work from the general to the specific in teaching the mechanical skills as well as the other facets of the trade. Salesmanship, grooming, housekeeping, driveway service, and knowledge of products sold must be included in the content of the course. This training is incorporated as the course progresses in order to give the student an opportunity to put into practice what he has learned.

Films and filmstrips, lectures, discussions, programmed instruction, workbooks, textbooks, and demonstrations are excellent means of presenting material. General Motors Library offers an excellent film on the care of hand tools which is done in cartoon fashion. We have found that the entire class will retain the most minute detail of this presentation, probably because of an animated character in the film called "Primitive Pete" who does everything wrong. Straight-forward presentation of this same material in the form of a lecture or classroom demonstration is far less effective.

Programmed instruction offers the student an opportunity to progress as fast as his learning rate will allow. In the use of programmed instruction, we have found that the trainee's retention is very good. Unfortunately, the material which has been programmed in this area is very limited. Informal lectures which include the use of charts and filmstrips, accompanied by detailed discussion, form the backbone of our classroom teaching. Workbooks which are keyed to various textbooks are also utilized to a large extent.

We have found that a great deal of reform is necessary with the individuals with whom we work in order to have an effective learning situation. Most of them have had very few, if any, constructive relationships with other individuals--in their homes or in the broader society. First, in order to communicate with these people, we have to help them build confidence in the instructor and in the program. In the institution, they are constantly being told everything they must do--when to get up, when to eat, what to wear, where to work, how to spend their leisure time, etc. They are under constant supervision of authority figures and force is used to assure their compliance with prison rules. Being in school here presents them with quite a different situation. We cannot force them to study, to learn, or to change their attitudes toward society in general. Therefore, we must use any means at our command to instill in them a desire to accomplish these goals. To establish confidentiality is a must; the instructor must convey to the student that he will be, first of all, fair with the trainee in all of their contacts. The trainee must be made to feel that the instructor is willing to help him as a person. The instructor should not have the responsibilities of a custodial person if he is to effectively teach. If the instructor can accomplish these things, he can awake in the students a keen sense of loyalty which will lend itself to an atmosphere in which learning can take place at an accelerated pace. Without these conditions there can be very little progress, since interest and desire to learn, on the part of the student, are so definitely related to the student's attitude toward his instructor.

If the instructor can establish an individual relationship with each of his students, he can then broaden this into some very meaningful group in which all participants can discuss problems that exist in the school or in the outside world. Group discussions offer instructors one of the best opportunities to attempt to change attitudes.

The instructor is the first person to see the need for counseling among his students. In such a case, he refers the student to the counseling department; an appointment is made, and the student has an opportunity to discuss his problems with trained personnel. Students sometimes voluntarily ask to see a counselor so that they may discuss a specific problem.

Reporting is an important part of this project. One of the most important reports is a bi-monthly progress report which covers in detail all of the activities of the individual instructor. In order to prepare this report effectively, the instructor must keep accurate records of everything he does from day to day. The results of teaching techniques, tests, shop evaluation, and contact with students should be recorded whether they were successful or not. This material is then assimilated and used to prepare the bi-monthly report. Reviewing this material and writing such a report helps the instructor to evaluate his procedures and to eliminate those techniques which were ineffective, and it helps him to develop new or more effective techniques. Also included in the report is a record of contacts made by the instructors. These contacts with people in the community can be very helpful to the project as a whole or to the individual instructor and possibly to inmates who might in the future secure a job in the community. Such contacts are usually with potential employers, civic leaders, or persons related in some way to the trades which are being taught in the Draper project. A record should be kept of who was contacted, how and where they were contacted, problems encountered, possible solutions to problems, and the instructors evaluation of the contact.

Detailed reports must also be kept on students' progress. A monthly report must be sent inside the prison to be filed in the prisoner's jacket (cumulative record). A final report to our Placement Officer must be made which includes detailed information on the student's progress, his attitude, and his potential for success. Daily rating sheets which cover the students progress in class and shop and his personal attributes, such as grooming, attitude, initiative, and relationship with other people must also be kept. An attendance record covering daily and monthly attendance must also be kept up to date. Absentee reports must be turned in by the instructor twice a day so that the reason for a student's absence may be recorded. The instructor, from time to time, must write special reports such as this one.

Budgets for courses must be planned and the instructor must be able to justify the expenditure of funds for items on his budget. Our budget is so designed that an expenditure of over $50 requires competitive bids. A considerable number of items in the service station attendant course will fall into this category, such as the grease lift, grinders, heavy duty drills, jacks, etc. We constantly have to replenish the stock of supplies and some expendable tools, such as socket sets, wrenches, pliers, screwdrivers, some lubrication equipment, and special tools. The category for instructional material covers books, workbooks, charts, films, filmstrips, etc. The category for maintenance should be sufficient to provide for adequate care and upkeep on tools, equipment, and shop area.

We have already briefly discussed counseling. Since the instructor has day-to-day contact with students, his role in the area of counseling is most important. He is the first person to be aware that the student has a problem. He also has the first opportunity to try to help the student solve his problem. After he gets to know his students, he can usually, by observing, tell when something is bothering one of them. One of the most helpful things to the instructor and the student is for the instructor to become throughly familiar with the student--his background (as much as possible), his likes, his dislikes, his attitudes, his abilities, his weakness, and his general behavior pattern. All of these things help the instructor to spot problems when they arise. Naturally, each student requires counseling techniques adapted to his particular need. Some will discuss their problems freely when given an opportunity. Others are very hesitant to do so and have to be drawn out At times the instructor is not capable of doing this, or he may not be in a position to help a student even though he is aware that a problem exists. When situations such as these arise, the instructor refers the student to the counseling department for help.

At the beginning of the course, it is extremely important that the new students understand exactly what behavior will be expected of them. They will have some freedom which they have not been accustomed to while inside the institution, and they must be made aware that with this freedom comes the necessity to develop a sense of responsibility. Should a student not show adequate progress, it is the responsibility of the instructor to discuss this with the student and to try to determine why he isn't making sufficient progress and then to try to do anything that he can to assist him. The instructor should also recognize the accomplishments of the individual, as well as the group. He can utilize classroom discussion to determine how accomplishment or progress of the group or individuals could be increased.

What motivates students is an area on which volumes could be and have been written. A class drawn from a prison population presents problems not unique in the instructional system but in more volume than is usual in public educational institutions.

The majority of the students in these classes have had very few successful experiences with learning or with living in general. Two of the primary motives of the students enrolling in the classes are: they feel that successful completion of this course will enable them to leave prison at an earlier date, and their enrollment will allow them to get off the prison farm. Both of these are valid motivating factors. The instructor can utilize these built-in motivations to help the student successfully complete the course of training. He can provide additional motivation by giving the student an opportunity to perform successfully in the classroom and shop. Recording his progress on wall charts which show his rank in the class often motivates a trainee who is competitive to improve his rank. Another motivating factor is: utilizing tests to properly evaluate the student's progress and determine his weak areas, then mapping out with him a concrete plan to overcome these weaknesses. The instructor should also make use of live work whenever possible in order to help motivate his students.

As mentioned before, students are a great deal more interested in working on something that is useful than in working on a project which is designed purely to provide them with experience. For example, if they know that the automobile on which they are working must be driven home at night by an employee of the project, they are much more apt to do a complete and thorough job. Another possibility for motivating trainees is to assign students who are thoroughly trained in a particular area of work to assist students who have not progressed so far. A student who knows the subject well takes particular pride in being able to show someone else that he has become competent in a specific job. We have had some students, usually those with very low educational levels, who are able to learn more from a fellow inmate than from a teacher.

Giving awards for various achievements is very definitely a means of motivating trainees. We are currently using a system which awards to outstanding students, at the end of every two-week period, a certificate of achievement. One certificate is awarded to a student in each class. The awards are based on a point system which rates progress in the trade area--both in shop and in class, in supplementary and remedial classes, and with regard to personal-social development. In addition to the certificates, the winners receive a small amount of money. The awards are made in an assembly setting to provide an opportunity for the entire student body to recognize the achievements of outstanding students. This same idea can be used in various classes, too, if the instructor provides a means of recognizing outstanding work which is done in the classroom or shop. Students should also be rewarded for exhibiting good behavior or attitudes at any time to reinforce the reoccurrence of that behavior. This is true whether the behavior occurs in the classroom, in the shop under actual working conditions, or at any time the instructor has contact with the student and observes a behavior which should be complimented. This reinforcement can take the form of "a pat on the back" or simply a verbal compliment on a job well done or a decision wisely made.

Another effective means of motivating trainees available for use by the instructor is the fact that he can point out to students that the better students will, in all likelihood, receive the better jobs when they are paroled. For some students this can be an outstanding motivational factor. The student should understand that the instructor has contacts in the community with potential employers, and these contacts can lead to good jobs for well-trained students. Another method of motivating students is to provide competitive situations. Competition between individual members of a group can become a highly motivational device, if handled properly. A situation where students can compete with each other for recognition, awards, or for their own personal satisfaction can lead to increased accomplishments. Another means of recognizing students for work well done is to photograph them at work. These photographs can be displayed for other members of the group or other classes to see. There is something about having accomplishments recorded by means of a photograph which seems to be highly motivating. Inmates are eager to have pictures of themselves.

It is the instructors responsibility to prevent, if possible, a student from dropping out of training or being dropped from the course. His first responsibility is to the student. He should employ any means at his command to help the student so that he does not have to be dropped from the course. He might try to utilize any of the motivational techniques mentioned above in order to get the student to work. He can employ counseling--counseling the trainee himself or referring him to the counseling department. He might initiate a probationary period during which the student will be given a chance to show progress. He can try to help the student develop an interest in establishing relationships with other members of the group who might, in turn, motivate him. He can attempt to cultivate the student's interest in some area, even though it may not be related directly to the trade. At times, giving students failing grades just prior to actually dropping them can motivate them sufficiently to make them want to complete the course. The instructor might have the students, as a group, to set up their own standards and deal with group problems. We have found that the students in a group situation usually will deal with problems that exist with a relative degree of fairness. Given the opportunity, they will frequently attempt to help solve the problems that are brought out. Once a group establishes its standards, the large majority of members of the group will conform to these standards. The instructor, from time to time, should examine his attitude toward his students and his class in general, especially if a problem arises. He should also examine his methods and teaching techniques. Before dropping a student the instructor should try all possible approaches to motivating students to continue the course. Only after he is sure that he has explored all possibilities available to him in this direction, should he consider the student a candidate for dropping. Even after the instructor has done everything that he can do individually, the student should be referred to the counselor. Skilled counseling personnel are often able to help a student get to the root of his problem and solve it. A student should be dropped only when it becomes apparent that he is not going to conform to the requirements of the class, and his behavior is detrimental to the class as a whole. We have found that when this situation does exist, it is usually caused by the anti-social attitudes of the student, rather than his inability to learn a trade. To conclude, an instructor in a project such as this must "wear a variety of hats." He must be a knowledgeable instructor in his field; a counselor; a friend; and, at times, a disciplinarian; all this, if he is to become a significant figure with whom trainees will want to identify and after whom they will seek to pattern their own behavior so that they, too, may become skilled tradesmen and successful citizens.

Bricklaying

It is important for instructors who work with inmates to realize the value of meaningful shop practice to trainees who, for most of their lives, have been unable to grasp the true meaning of doing something that will help someone else. During this reporting period, several such opportunities to be useful were made available to the Bricklaying Class. Having gained permission from prison authorities to travel to and work in nearby communities, this class constructed football bleachers and a concession stand for the Stanhope Elmore High School, Millbrook, Alabama. The savings to the community for the labor required for this construction were approximately $1,800. Trainees were pleased to be the recipients of high praise from the school board of trustees, the principal, and the coaching staff for the excellent job performed and are grateful to Norman Ussery, Member of the State Board of Pardons and Paroles, who helped to make this opportunity available.

This class also constructed a chimney, fireplace, raised hearth, and a brick mantle in a house within the prison community and did an equally fine job.

Their largest task was the construction of stadium seating for the Hohenberg Field at Wetumpka. Because this seating was designed to go 25 feet high, the students gained experience in working on scaffolding and thus were able to see how well they could perform at various heights.

The Wetumpka Quarterback Club provided cokes for trainees during morning and afternoon breaks, and the students had lunch in the school cafeteria which, according to their instructor, proved to be a "super treat." The Wetumpka Herald published a picture of the students laying blocks for this job which resulted in a labor savings of approximately $1,700 to citizens of the community and gave these trainees a sense of real accomplishment.

Page 2A October 13, 1966 The Wetumpka Herald

Pictured above are inmates of Draper Correctional Center assisting in the construction of new bleachers at Hohenberg Stadium.

Electrical Appliance Repair

Experiences in trying to place the graduates of the first Small Electrical Appliance Repair Course reflected a need for trained repairmen of larger appliances. This training was subsequently added to the course as we dropped the title, "Small." The employment demand for people trained to repair refrigeration and air conditioning equipment has made it even more feasible to concentrate on this type of training but requires that the training time be extended from six months to 12. To keep pace with the refrigeration industry and repair to its new equipment, the EAR instructor will, during the next reporting period, attend a conference in Memphis, Tennessee, which is sponsored by the Refrigeration Service Engineers Society. The conference is designed to overcome the lack of qualified instructors to train manpower in this field and includes an instructors' workshop. The Shop Supervisor will conduct the vocational training course while this instructor is away.

The EAR Instructor is unusually proud of one of his trainees who accepted the challenge of winding a motor from a two-speed reversible automatic washing machine which, in the trade, is considered to be extremely difficult to repair. The trainee, who is particularly adept in the area of motor winding, began working on the "junked" motor and after doing his work five times, was able to repair the motor perfectly. The practice he gained while repeating the operation until he successfully and completely repaired the motor afforded him an opportunity to apply classroom theory, learn through trial and error attempts, and gave him the deep satisfaction of having performed a task that is difficult for good tradesmen to do. It is the instructor's hope that this trainee will be placed in a job which will utilize the boy's talent in motor winding.

Technical Writing

The work of the students in this class during this period ran the gamut from the actual writing of programs to their advertisement. Students were involved in making analyses, writing preliminary training objectives and lesson specifications, designing lesson plans, writing prescriptions, writing exercises, preparing tests and answer books, assisting in preparing art work, making revisions, administering tests, packaging for field tests, printing, collating, and the writing and preparation of a brochure which describes the programs that have been produced.

The loss of one student for disciplinary reasons and of two others whose low educational levels in English made it impractical for them to continue in the course has certainly enabled the class to improve the quality and quantity of its production. However, the Instructor is doubtful that trainees will be able to complete some of the programs before time for graduation.

To create an interest in vocabulary development and growth, this Instructor encouraged several members of the class to spend their spare time in working crossword puzzles, cryptoquotes, etc. This, he feels, was a most successful venture, and he expects these students will show a definite improvement on vocabulary subtests when they are posttested with the Metropolitan Achievement Test near completion of training.

Materials Development Unit

The Materials Development Unit staff devoted considerable time to preparing for the visit of the Hawaiians but found that they had to postpone efforts to develop a course in programming because there would be neither time to prepare or to teach such a course for this group. The course will therefore be developed at a later date.

It has again been necessary to delay field testing. Alabama's Vocational Technical Schools are closed during part of August and most of September. Administrative and instructional staffs of these schools felt, as we agreed, that field testing during the opening days of school would be undesirable. At our request, field tests were not to be scheduled until after October 16 because, at the time, the visitors from Hawaii would be at Draper from October 3-16. We should be able to set firm dates during the latter part of October.

The Program Director and the MDU Editor-Coordinator met several times with personnel of the State Vocational Schools and State-level MDTA personnel not only to discuss field testing, but also to plan for dissemination of information concerning the availability of programmed lessons developed by the MDU. It was agreed that the Materials Development Unit would develop a brochure to describe the lessons and furnish a mailing list. The brochure was designed and arrangements for printing were completed. It should be ready for distribution during the next reporting period.

Plans were also worked out whereby the lessons will be printed by the Division of Trade and Industrial Education, University of Alabama. They will be sold at a price which will enable the University to recover the cost of printing and mailing.

At these same meetings it was also agreed that future lessons will be developed in cooperation with the vocational and technical schools. Not only will their instructors serve as subject-matter specialists, but they will also help in the selection of areas to be programmed. Already all of the instructors in the Draper project have submitted requests for additional programs, and their lists will serve as a basis for discussion with trade school instructors. With the present staff, it will not, of course, be possible to fill all requests.

The status of lessons remains about the same as during last period except that the following lessons have been individually tried out, printed, and packaged for field tests:

Using the VOM, Part III
Guide to the VOM
Shop Safety
Introduction to Credit
Using Copy Editor's Symbols

Two lessons, the Barber's Four Preparatory Steps and Living Within Your Income, were tried out and are being further revised.

Programmer Sam Cassels completed the reanalysis and planning for the Estimation series for bricklayers during this period. He also completely rewrote a short lesson on recognition of three kinds of programmed instruction.

As anticipated, the delivery of the collater has greatly facilitated the work of the reproduction section.

Job Development, Placement, and Follow-up

The good public relations program the Draper project enjoys is very helpful in opening up job opportunities for our graduates, as are the job leads we receive from parole supervisors and local employment service personnel throughout the state. Instructors and other staff members who belong to trade or professional organizations or civic clubs assist the Placement Officer in making known to various employers the trainees' needs for jobs. As the project and its goals become better known, more and more employers indicate a willingness to come to Draper for personal interviews with trainees. A barber shop owner from Decatur, Alabama, will visit the project soon to interview trainees for two positions in his shop. A Montgomery barber shop owner has made an appointment to interview another Barbering trainee in November. While those trainees who graduate in November are the most difficult to place because of seasonal layoffs, etc., the Placement Officer anticipates little trouble in placing the 58 trainees who will graduate on November 23. Provisions of the new bonding program have allowed him to secure jobs for three trainees. Because our graduates are usually placed in entry-level jobs for which bonding is not required, we have not used any of the bonding slots alloted our project until this period. As placement activities are accelerated during the month just prior to graduation, we will perhaps find other employers who will be interested in having graduates bonded.

Job placement activities during this reporting period included scheduling and conducting individual interviews with trainees to determine where they wish to locate and other plans that would have a bearing on placement. Photographs of each trainee were also made and placed in job placement files to be used in interviews with employers. The Placement Officer also spent a great deal of time assisting former graduates in finding new jobs when they wished to relocate or in the event they had lost a previous job.

Most of the follow-up activities during this period were restricted to obtaining information to complete "Work Experience Since Training" forms for the employment service and to formulating and implementing the Community Sponsorship Program for the Birmingham area. A one-year follow-up study was made on 66 trainees who graduated in October of 1965, and a six-month study was made covering 48 trainees who graduated in April of 1966. An evaluation of out-of-state graduates will be included in the next report. Refer to Appendix C for an analysis of "Work Experience Since Training" forms and for information on the Community Sponsorship Program.

The nature of follow-up work is such that counselors often need to spend several days on a single case. For this reason, they are prone to be more familiar with the less successful graduates than with those who are satisfactorily adjusting to their new environment. However with a new team of counselors who will interchange job placement and counseling roles, depending upon the work that is to be done in the area to which they travel, greater coverage of released graduates will be possible and more information can be gathered on trainees who are doing well.

Often the team has to call in another staff member to assist them as was the case in the following incident.

Jack Amos, a Negro graduate of the Bricklaying Course who completed training in April, 1966, was paroled to nearby Elmore in August. Temporary living arrangements were secured for him in the "Brown Quarters," and he was employed at a salary of $1.50 per hour by a local contractor. So impressed had his employer been with Jack's work that he raised his salary to $3.00 per hour after only two days on the job. Now, Jack had been absent from the job for ten days.

The Follow-up Counselors briefed the Research Analyst on the situation, and asked for his assistance in locating the graduate.

Jack's first month in the free world had passed rather smoothly. He had visited his hometown in South Alabama over a weekend but reported to work promptly the following Monday morning. The Research Analyst learned that he grew restless and less satisfied soon after he had spent one month on a job for which he was earning very good pay. He asked permission to change jobs, received it, and went to work for another contractor in the same vicinity at the same $3.00 per hour. After working three full days on the new job, he again went to his hometown for a weekend visit. Ten days had passed and Jack was still absent.

As the Research Analyst was to later learn, it was during this weekend visit that Jack began to find that what had been minor problems were becoming major ones. His common-law wife had written him that his son was ill and needed medical attention; she also told him that she was expecting to become a mother again in November.

In assigning the Research Analyst to the case, the project was cooperating with the Parole Supervisor who had requested our assistance in finding the graduate and having him return and report. The Research Analyst had previously assisted the Parole Supervisor in finding a suitable home program for this trainee.

Since the graduate's mother had moved while he was still in prison and left no forwarding address, the old address in Jack's files was of no benefit in locating him. The Research Analyst visited the Brown Quarters and learned that Jack had made a long distance call to his mother shortly after release from prison. This lead was checked out. After several inquiries in the community, the staff member located the telephone bill which listed the number Jack had called. He placed a call to this number the following day and when it was completed found that he had not called Jack's mother but had instead reached one of Jack's former girl friends. Coincidentally, the graduate's mother came by the girl's home while the staff member was still talking to the girl. The mother came to the telephone and was told that it was most important for her son to report to his supervisor for failure to do so would result in the revocation of his parole. She promised to follow the staff member's instructions and get this message to her son right away.

As soon as the telephone call was completed, the Bricklaying Instructor came to the Research Analyst's office to inform him that Jack's parole supervisor was very concerned over the graduate's absence and would have to issue a warrant for his arrest if he did not report by 8 o'clock the following morning.

The Research Analyst asked for a 48-hour stay of issuance of the warrant and after briefing the Program Director who suggested that he go and bring Jack back, left for South Alabama.

Although the staff member and Jack were of the same race, the Research Analyst, who was dressed in coat and tie, found the people in Jack's community wary of strangers and not prone to give out information. Several phone calls to the ex-girl friend helped to approximate the location of the mother's house, but he received no answer to his knock at her door. After running into several of these problems, the analyst left the vicinity, took off his coat and tie, and when he returned, resembled a blue-collar worker. This time he was successful in getting directions to a sister's house nearby and was able to get her to visit the mother with him. This time, the mother admitted the two. Although she was surprised and disappointed to hear the analyst's explanation of his visit, she agreed to give him her full assistance in locating Jack.

The search was highlighted by several visits to the homes of old friends and finally to the home of his common-law wife. The same plea was made to the wife, and she was told of the consequences if Jack were not located. She then became concerned and told the staff member that Jack had been with them several days but, on this particular day, had gone out with a friend to look for a job.

An agreement was made with the family that the Research Analyst would return for Jack at 7 o'clock that evening at which time they would both return to Elmore. When the staff member called for Jack, he agreed to leave, but chose to exit by the back door rather than face the counselor in front of his family.

The long ride back to Elmore provided the staff member an opportunity to talk with the graduate. He learned that Jack preferred his hometown because there was less control exerted over his activities. Having several relatives and a common-law wife, he could flit from one to the other when he did not get his way.

The Research Analyst advised him to stay on the job, marry his common-law wife, and begin to take the responsibility for his own family rather than depend on his mother and other relatives to shield him.

The following morning, the graduate met the project counselor who accompanied him to the parole supervisor's office. No action was taken to revoke his parole; however, he was warned not to repeat such actions. Fortunately, his employer accepted him back on the job without reprisal.

The prognosis of the case is fair, with some improvement likely in the future.

A Successful Trainee

"The Draper Vocational Project definitely had a good effect on Roger," reports his Parole Supervisor, Mr. Knox. "It has given him initiative, discipline, a better outlook on life. What he learned there has been most helpful to him in securing a job."

Roger is living and working in a nearby state and has, for the first time, "a good home life." His supervisor reports that this graduate has been conducting himself well and is an extremely proud father of a new daughter.

Roger was imprisoned at Draper in 1963, having been sentenced to serve 18 months on a burglary charge. Although he had completed the ninth grade in public school, Metropolitan Achievement Test Scores placed him at the 8.3 level when he entered training. He had raised this level to 9.1 when he graduated from the Auto Service Station Mechanic-Attendant Course in May of 1965.

The ASSMA Instructor initially reported this trainee to have average interest and initiative, good conduct, and a willingness to work. As the course progressed, Roger's attitude changed appreciably; he exhibited more interest in his work which naturally resulted in improved performance. Upon completion of training, the trainee's instructor felt that Roger should be given a chance to prove himself but perhaps should continue training in mechanics.

This trainee's short-time release date had been set for August, 1965, some three months following graduation; his long-time release date had been set for January, 1966. Although he had a holdover, this was resolved through the efforts of the project's counseling department, and Roger was released on May 17, 1965, just three days following completion of training.

He was employed in a small Alabama town at a service station which is owned by his brother-in-law. He was promised a salary of $30 per week, plus room and board. Rental of work uniforms would cost Roger $2.45 per week.

Attempts to place the graduate in better-paying jobs did not work out. One employer had agreed to hire Roger at a fair salary plus commission on gas sales but had to withdraw his offer when he learned that a service station attendant whom he thought was leaving had decided to stay. Another prospective employer could not hire the graduate because his company had a policy that required them not to hire anyone who did not have a high school education.

Three months after Roger began work at the service station, the Follow-up Counselor learned that he had changed his job and his address. He was working in a furniture factory in another small town where he earned $1.35 per hour. He had also married, and his wife was helping to supplement the family income with wages she earned in a cotton mill.

Although this graduate has changed jobs twice since he left Draper and is not working in a training-related trade, according to reports from his supervisor, he has been assisted in maintaining his freedom and securing a good job.

Knowledge Dissemination and Utilization

Increasing requests from correctional, educational, and other groups throughout the nation for professional and technical assistance in initiating or carrying out similar programs for disadvantaged youth made it essential for the Draper E&D Project to develop a formal approach to dissemination of experimental findings for their efficient utilization in correctional institutions, Youth and Job Corps settings, or other programs which serve the delinquent.

To carry out this new phase of the Draper Project, we employed, in early September, a Public Information Coordinator whose priority assignment was to prepare our first formal training conference for 21 Hawaiian visitors who were, at the time, scheduled to visit Draper October 3-14.

As soon as he began work, the new staff member was briefed by the Project and Program Directors on the historical and theoretical background of the Draper projects. His briefing was followed with a guided tour of the project facilities.

A second tour included visits to the local and state coordinating agencies, such as the Alabama Board of Corrections, the State Pardons and Paroles Board, the State Department of Industrial Relations, the State Divisions of Vocational Education and Vocational Rehabilitation, and the administrative staff of the Draper Correctional Center.

Specific duties and responsibilities were then outlined to the new staff member in relation to other functions and operations of the project. His job induction was concluded with an outline of project assignments in priority order and a review of related proposals and publications, such as progress reports and projected activities.

Following his orientation and job induction, the Public Information Coordinator was able to gain a great deal of insight into the nature, function, and operational details of each program component as he met daily with various groups of staff members to prepare for the visit of representatives of correctional, educational and parole departments of the State of Hawaii. Although the visit was shortened and postponed until November, this assignment held priority in order that conference plans might be revised and refined, then thoroughly coordinated with all local, state, and federal cooperating agencies.

This new staff member was also assigned the responsibility for orienting informal visitors or groups of visitors to the experimental projects. During this period, several such orientations were tailored to meet the specific interest and objectives of individuals or groups in the time alloted. These orientations generally include an overview of the project, pertinent background information, and a tour of the facilities, followed by a more detailed description of those components in which visitors are most interested. The tourists are then given results of the programs in terms of findings and recommendations. Depending upon the purpose and nature of the visit, these orientations require from a few hours a day to several days of a staff member's time.

Other activities during the period covered included participation in in-service training sessions, revising the project's organizational chart, and planning with Project and Program Directors for the next reporting period. Future plans call for a management by objectives program from which should evolve criteria for setting up in-service training programs for all staff to prepare each for effective participation in the knowledge dissemination and utilization phase.

Appendix A

Qualifications of New Staff Members

Public Relations

Qualifications of New Staff Members

Public Information Coordinator, Fred T. Phillips; graduate of Murray State College, Murray, Kentucky. Major in education, history; minor, geography English. Extensive special training; 2 years experience as teacher in Kentucky public schools; 5 years experience as educational advisor to Kentucky CCC Companies; 1 year experience as company commander of Civilian Conservation Corps; 8 years experience as training specialist for Wright-Patterson AFB; 16 years experience as personnel management specialist for USAF Headquarters.

Follow-up Counselor, Walter Spiro; attended University of Chattanooga and Vanderbilt University; extensive special training; 15 years experience in radio and television (announcer, station manager, sports director, program director, sales manager); 7 years experience in insurance business; veteran, USMMCC.

Clerk-Typist, Eloise C. Phillips; graduate of Okeechobee High School, Okeechobee, Florida; attended Emory University; secretarial training, Massey Draughon Business College, Montgomery; 14 years experience as legal secretary; 1 1/2 years experience as secretary for medical association included some writing experience.

A Post-Herald EXTRA DIMENSION Feature

Draper Vocational Training Is Paying Off

EDITOR'S NOTE: This is the second in a series on the Alabama Prison System.

* * *

BY BEN HOGAN

When a prisoner violates a rule at Draper Correctional Center, he is brought before a Discipline Board, which is made up of three prison officials.

If after a fair and impartial hearing the board feels the violation is serious enough to warrant punishment rather than reprimand, he is then placed in punitive isolation and fed a "nonpalatable diet" for from 48 hours to 14 days.

Inhumane?

Before outlawed by the Alabama legislature in 1952, that same prisoner might have been lashed.

Or in 1926 (Draper was built in 1939), an Alabama prisoner might have been put in the "sweat box" for punishment. A coffin-like cell just large enough for a prisoner to stand in, the sweat box was a wood or tin box completely enclosed except for a two inch hole at nose level.

Placed in Sun

The box was placed in the open so that it was exposed to the blistering Alabama sun. Temperatures were known to exceed 120 degrees inside the box. The prisoner's body would swell and occasionally bleed.

The average length of time spent by each prisoner in the box was 10 hours.

Bad?

Before 1927 and especially in the late 1800's, prisoners were leased to private individuals to work as slaves on farms and coal mines. In fact, until 1858, the entire prison system was leased to a series of commercial "wardens." You might say the state loaned out prisoners to individuals to be used as slaves.

As expected, these individuals sometimes cruelly treated prisoners, keeping them in chains, feeding them table scraps and often beating them to death. Though many of the prisoners were in for minor crimes, they were treated the same as the others, and the death rate for all prisoners during this period was 41 per cent!

History of 'Firsts'

Draper shows advancement in areas besides punishment, too. In fact, the history of Draper is a history of "firsts."

Draper, located in Elmore, was, when built, and still is the first adult "reformatory" type institution in the state.

It was built to handle 600 prisoners, but can accommodate as many as 1000 and has on occasion had more. The present population is 670.

There are five cell "blocks" arranged on ground level, dormitory style, and the blocks are equipped with bunk beds. The dining room serves food in cafeteria fashion and the room is also used for movies.

There is a recreation hall, a school that gives high school diplomas to grads, library and hobby shop.

Two important "firsts" at Draper have been two schools of vocational training for prisoners that have been established there recently — a Federal school and a state school.

The Federal school, a research project, was begun in 1962 under the direction of John M. McKee, Phd, a psychologist who is director of the project, and John C. Watkins, the prison's warden.

Federal Grant

Using a Federal grant that will run out this year, the school holds classes in vocations such as programming, barbering, and bricklaying. Each student attends 35 hours of classes each week.

The inmate-students who are chosen for the training are those who will be eligible for parole by the time the six-month school terms ends. The project places the student-inmates in jobs when they are released from prison.

The results of this Federal project are amazing.

Of all the inmates paroled over the past three years, only about 18 per cent have come back to prison.

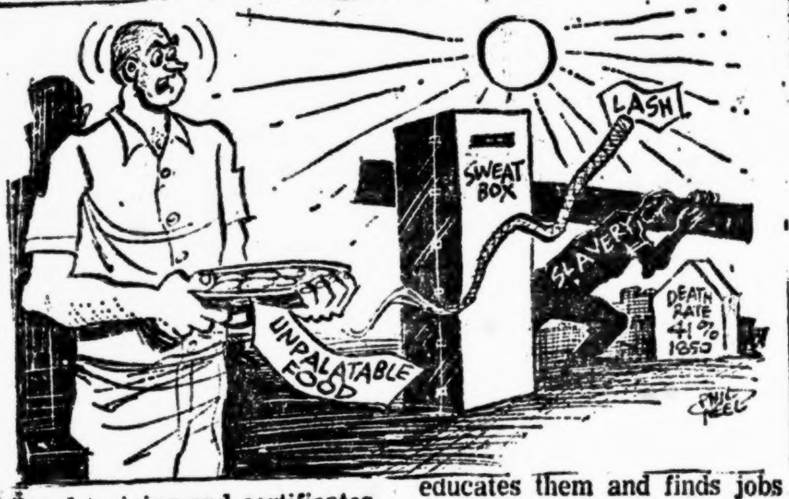
This is compared to Alabama's overall percentage of 65 per cent of released prisoners returning to prison.

On Small Scale

In this past year, a similar vocational program, though on a small scale, was begun at Draper by the state — another "first."

Though it is possible for inmates at Draper to receive high school degrees in educational training and certificates for vocational training, Draper is the only Alabama prison to have such a program.

Other states, for example California, Kansas and Texas, have two to four-year college training programs to follow high school education.



But for Alabama to even expand the little educational training it now has in its prisons, the general public will have to desire the state Legislature to finance it.

Draper Correctional Center is the pride of the Alabama prison system because of its success in rehabilitation.

Hardened criminals hav become useful citizen through the success of tl Federal program there th educates them and finds jobs for them to go to when released.

But the Draper Federal program's success is no surprise to state prison administrato . Its vocational education-type programs are what they have been fighting for all along, and have only this year been granted help by the legislature in the state vocational school at Draper.

The low percentage of criminals who return to Draper after having been educated proves to them the need for such education in all the prisons.

But its the old story: Little public interest which means little state legislation which means little money.

* * *

State Prison System Future Hinges On Public

EDITOR'S NOTE: This is the last of a series of articles on the Alabama Prison System.

* * *

BY BEN HOGAN

What is the future for the Alabama Prison System?

The future is largely dependent on the attitude of the public and its willingness to finance needed progress.

Prison guards are paid $260 per month. Many of them are members of white citizens councils and some, though none of high rank, are members of the Ku Klux Klan. Does the prison system need better educated guards with better abilities? Yes. But with $260 a month as the salary, what kind of men will be attracted?

HOGAN

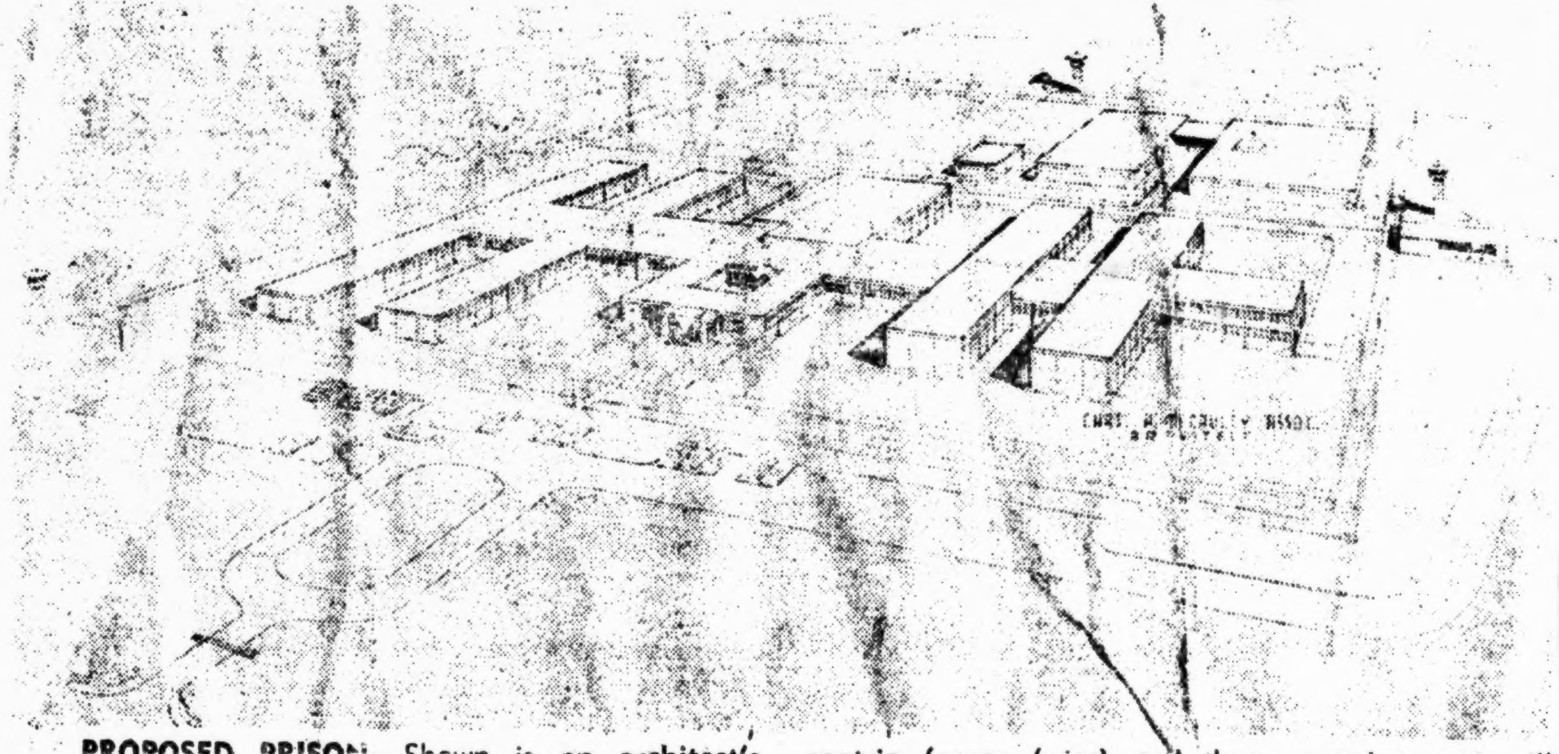
Statistics Prove

Statistics prove that paroled prisoners commit fewer crimes than those who serve their full sentences. Paroled prisoners can work and make money which keeps their families off welfare and which helps them get used to crime-free living.

Is a parole system in Alabama worth having? Yes. But with funds to hire only 44 parole officers to guide more than 8000 paroled prisoners, a ratio of 200 to 1, how good can its results be?

The final answer to these problems and to the dreams of prison officials of prison-worked furniture factories, dairy plants and of counseling services is, of course, money. Money which only the Legislature can vote to pay.

But the Alabama Prison System, under the direction of A. Frank Lee has been able to do wonders with what money it now has. A timetable of construction has already been set for a new prison and transference of several facilities, using money from sale of prison property and from the 25½ million bond issue passed by the Legislature in 1961, which will be paid back with the sale of Kilby Prison property.



PROPOSED PRISON—Shown is an architect's conception of a new maximum security state prison to be constructed near Atmore in the late 60's. The prison will house a new electric chair and will have both individual and dormitory-like cells. Two concentric fences (wire) and three guard towers will guard against escapes. Many prisoners will be transferred there from Kilby Prison which is to be torn down by 1971. Prisoners will farm some 8000 acres along with inmates from Atmore Prison Farm.

Schedule For Progress

Basically, the schedule for progress is as follows:

—**1966:** First on the timetable is construction of a new warehouse, killing plant, and cold storage packing plant (about $300,000 worth) at Draper Correctional Center in Elmore. Money for the project comes from the sale of prison property at Atmore.

Second, bids will be taken about December 1 for the cost of building a new maximum security prison unit (see drawing) at Atmore, near the Atmore Prison Farm. The unit will house a new electric chair, and will be designed to house the hard-core convicts, with a capacity of 500.

The unit will be part barracks style, and part individual cells in its housing. Prisoners assigned there will join Atmore Prison Farm prisoners in farming some 3360 acres of crops for the prison system.

—**1967:** Early in January, bids will be taken to build a Receiving and Classification Unit and Hospital. Its location has not yet been determined.

The hospital will have 40 beds for regular care and 30 beds for tuberculosis victims, that being a prominent prison disease. The medical staff at the hospital will also examine criminals as they are entered into prison and classified. Presently these examinations are given at Kilby Prison. The hospital will have surgical facilities.

Both the new prison and the hospital and classification unit will be built with money from the 1961 bond issue.

—**1968:** Beginning in earnest early in the year (some goes on now), all facilities at Kilby Prison will be gradually torn down and destroyed. The automobile tag plant will be located at the new prison at Atmore. The killing plant, storage building, and warehouse will have been built by this time at Draper. By 1971 all of Kilby will have been torn down, with most of the work being done by prisoners.

Kilby Property

Kilby property will then be sold to Montgomery interests, enabling the prison system to pay back the bond debt and enabling Montgomery to expand to the northeast. Kilby prisoners will be transferred to either Draper or one of the two facilities that will then be existing at Atmore.

So that is the future as it looks today.

Construction is going on now and more construction is planned. But how about the "insides?"

The prisons still turn out more criminals than reformed citizens. And as long as this is so flagrantly the case, then the prison system is not a success.

What is the answer?

Here are five suggestions:

(1) Allot at least $500,000 per year more to hire 50 additional parole officers.

(2) Gradually take all road camp prisoners off the roads and out of the control of the State Highway Department and put them under control of the prison system.

(3) Allow the prison system to operate dairies, and factories in which prisoners can manufacture furniture for state offices and schools—saving a large amount of state money and training prisoners in a useful trade.

(4) Establish trade schools and vocational education programs at Atmore Prison and, temporarily, at Kilby. Expand present operations at Draper Correctional Center.

(5) On a merit system basis, hire prison guards at a salary at least $400 per month, eferably higher. Program in-rvice training for prison ards at least once per year.

Should the Alabama State gislature pass these suggesons, it would be answering the peal of virtually all present ison administrators.

Of course Bryce Hospital has eds even more pressing than ose of the prisons, as shown in Articles nine and ten of this series.

But probably the greatest problem of all confronting the prison system today—the most pressing and the hardest to overcome—is **PUBLIC APATHY.**

For anything to really be accomplished, for any progress to be started, the people must care. They must write legislators. They must speak out.

ALABAMA JOURNAL Tuesday, October 11, 1966

NEW CO-ORDINATOR — Fred T. Phillips has been named Public Information Co-ordinator for the Draper Vocational Experimental - Demonstration Project by Director John McKee, State Prison Commissioner A. Frank Lee announced today. Phillips is a longtime resident of Montgomery. He recently retired as Personnel Management Specialist at Maxwell Air Force Base.

Fred T. Phillips who, until his recent retirement, served as Personnel Management Specialist for the USAF Personnel Development Center located at Maxwell Air Force Base joined the staff on September 7 as the new Public Information Coordinator. Mr. Phillips is not only well-qualified for this position but is well-known throughout the United States for his work in personnel management and a recognized leader in the field of developing and conducting training conferences.

THE FLORENCE TIMES, FLOREN

WEDNESDAY AFTERNOON, OCTOBER 12, 1966

DR. KcKEE

Dr. McKee Will Be Speaker

John M. McKee, executive director of the Rehabilitation Research Foundation, Draper Correctional Center, Elmore, Ala., will be guest speaker at the October meeting of the Muscle Shoals Association for Mental Health on Monday at 7:30 p.m. at Grace Episcopal Church, Sheffield, it was announced today by Stanley Rosenbaum, Association program chairman.

All persons interested in the mental health program and the work of the Association are cordially invited to attend, Mr. Rosenbaum said. Refreshments will be served following the meeting.

Dr. McKee holds a B.A. in psychology from Emory University, and a Ph.D. in clinical psychology from the University of Tennessee.

His published papers include "The Draper Experiment: A Programmed Learning Project," Trends of Programmed Instruction, Washington, D. C.; "Reinforcement Theory and the Convict Culture," reprinted from proceedings of the 94th Congress of Correction of the American Correctional Association; "Programmed Instruction for Youthful Offenders," Alabama Mental Health; "Intra-Institutional Process and Behavior of Prisoners," Social Forces — Delinquency, Ford Foundation 1963; "The Development of a Student Mental Health Record," Mind Over Matter, Vol. 6, No. 2, Tennessee Department of Mental Health Programs, Journal of Clinical Psychology 1959.

Dr. McKee is past president of the Alabama Psychological Association, member American Psychological Association, Southeastern Psychological Association, State Board of Psychological Examiners, Association for Retarded Children and State Board for Retarded Children, Professional Advisory Committee of the Alabama Association for Mental Health, Governor's Planning Committee on Mental Retardation, National Society for Programmed Instruction and the Committee on Studies, Joint Commission on Correctional Manpower and Training.

WEDNESDAY, OCTOBER 19, 1966

PAGE 4

The Montgomery Advertiser
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An Investment In Human Salvage

MORE THAN 500 inmates now confined in Alabama prisons are "good parolee material," but cannot be released because of a shortage of parole officers.

Prison Commissioner Frank Lee says: "I certainly don't recommend jeopardizing the safety of the public by having at large dangerous criminals. However, we do have these inmates in the system who are capable of making a living and leading law-abiding lives, provided they are supervised adequately by qualified parole officers."

This statement comes from a man who doesn't believe in coddling law breakers, which adds emphasis to its credibility. It is a fact that parole officers with a realistic work load can greatly reduce the number of repeaters.

Aside from the humanitarian aspects, it is good business to return offenders to the outside world as soon as possible, rather than allowing them to become drags on the rest of society, and warped by the prison environment. A prisoner costs the state about $100 per month and returns nothing to the economy. The monthly earnings of the 8,300 parolees is approximately $960,000, of which about $96,000 goes into the state treasury in taxes. The cost of supervising these 8,300 people is less than $6 per month each. In addition, many families of prisoners are on relief.

The Pardon and Parole Board presently has 42 parole officers and two supervisors. Three parole officer vacancies exist.

It has been recommended by penal authorities that the state, which pays the salaries, hire a minimum of 50 and possibly 100 additional parole officers. It seems a wise investment in human salvage.

Appendix B

Counseling

Excerpts from a September 6th letter to the Personal Counselor from a former Barbering trainee:

"Dear Mr. Phillips:

"I guess from all the silence, you probably thought I had forgotten you. Fact is that I've been waiting until I had all information pertaining to me straight, as well as some information about the U. S. Parole Board for you..............

"First of all, let me tell you a little about the Federal Correction Center in _____________. It's a semi-honor camp with a population of about 600, very well organized............... One thing more I would like to mention, the vocational project at Draper is far superior to what they have, although they do have a college release program for those who qualify.

"Now a little on the parole board. Upon arrival, every man is assigned a parole officer. His job is to get that man out and help him in any way he can............ Records are kept on everything, past and present. Even the dormitory guards keep records. When exactly one third of a man's sentence is completed, his records are compiled and he meets the parole board. Four to six weeks after that he'll hear back. In my case they had no choice but to deny me. The law states a man's case must be reviewed at a third of his time, but that man must meet the board personally. Only seldom is the there an exception, such as a man's state sentence is longer than his federal in which case it would be impossible for him to meet--or an extreme family situation, etc. At a federal institution the parole board meets every three months and usually remains in session for several days. Those coming from state institutions with at least one third of their time done on the federal sentence can expect to meet the board right away. In my case, I am meeting it on the nineteenth of this month by special request of the board. I feel my chances are more than excellent. The name of my parole officer here is ____________________________, and the head of the parole department is _______________________. If I am granted parole, I'll drop by and see you in early November.

"I had a lengthy discussion with ________________ who is head of the educational department here. If, for some reason, I am denied parole, then I'll be recommended for college release beginning the winter quarter this year at _________________ State's University. Every morning I'll be taken into town, dropped off, and will attend classes. At 4:00 p.m., I'll be picked up and returned here. Of course, I had rather be paroled and attend _________________________ State......................

"I will be classified Thursday and from all indications will be placed in a barbering job, at least part time. (Please tell Mr. Graham--that the barbers here, who claim to have barbered outside, cut an awful head of hair.)

"It may interest you to know that my parents came all the way down to see me last weekend. It certainly made me feel good--it's the first time I've ever gotten along with them (the past 12 months, that is).

"In closing, I wish to thank you again for changing my ideals and attitudes toward life. If I live to be a hundred I'll never forget you. You are a good man, Mr. Phillips, and you're doing great work. It isn't your job that's great, it's your dedication toward your job. You've given my life meaning and purpose, and without your help, that would have never been accomplished. Thank you again, very much.

Respectfully yours,

Mark"

Not long after the foregoing letter arrived, Counselor W. H. Phillips received notification from the United States Board of Parole that Mark would be paroled from the Federal institution soon. Having notified the Counseling Supervisor that Mark was soon to be released and, in turn, the Program Director, Mr. Phillips was advised to make a follow-up visit to the Federal institution and talk with Mark before his release.

Our Counselor was warmly received by the parole officer in charge. The officer offered a candid appraisal of the Draper graduate's reaction and adjustment to confinement there: "Mark has adjusted well. He quickly established his status as leader of the inmates in his dormitory, having been elected by them as Dormitory Counselor early after his arrival here. A Dormitory Counselor functions as a 'go-between' inmates and the parole officer whose caseload of 125 men prohibits his getting to counsel each of them as often as is needed."

Having heard Mark talk about the Draper project, the parole officer was extremely interested in learning more about the project's purpose, objectives, and operational procedures.

After interviewing the former trainee in the presence of his parole officer, Mr. Phillips was then granted a private interview with Mark. He was surprised and pleased to learn that Mark, following a previous suggestion of the Counselor, had read over half of Victor Hugo's Les Miserables. While Mark was in training at Draper, Mr. Phillips had suggested that he begin reading certain of the classics.

During the private interview, Mr. Phillips questioned Mark at length concerning future plans which had not already been reviewed in the interview with the parole officer. They discussed Mark's desire to enroll in college and talked about his prospective job, his family relationships, social aspirations, and religious affiliation. Although the job Mark's family had obtained for him back in his hometown was not related to the training he had received at Draper, it had been approved by his parole officer.

As the follow-up visit was concluded, Mr. Phillips noted that Mark's having himself served in a counseling role while in the Federal institution helped him to solve many of his own problems. "For once, he had to listen. This meant listening to others who also had problems rather than always being concerned with and talking about himself. I believe this experience has been very good for him."

The Draper staff has since received several telephone reports from Mark from which we learned that his mother and bride-to-be called for him upon release from the Federal center. He worked fast after his release. As soon as he returned to his hometown, he visited a barber shop, obtained a job, and began work five days after his release. Since the barbering commission in that city restricted the licensing of ex-convicts, Mark had to begin work with a provisional and tentative license, but he has recently obtained a permanent license. Five days after he began work, he married. The following week, on his day off, Mark visited Draper and made arrangements with the Placement Officer for relocation money to which he was entitled. One week after his visit, he called the Counselor to relate that he had been accepted as a student in the Jefferson Junior College and would begin the next quarter (January). The project had furnished Mark an application for veteran's status, and the college accepted this application, assuring him that he was eligible for GI educational benefits.

So far, so good.

In reviewing this trainee's case history, Mr. Phillips recalls that this young man "broke very rule and regulation and most of the laws of the land in his short lifetime. He was impatient, an impulsive promotor whose motto, 'Get out of my way,' led him into a number of illegal acts. Unfortunately, he had been overindulged. His father is a promoter, also, but a successful and legal one who has channeled his energies into legal business enterprises. Acting in good faith, Mark's family often intervened to temper the consequences of his misdeeds.

When he was in the 9th grade, Mark got a girl pregnant and they were married. The marriage lasted for only one year, and he joined the Navy. During his tour of duty in the Navy, he drank often and heavily and received punishment and an undesirable discharge for having gone AWOL. At this time, Mark returned to school and completed the 11th grade. Then he began working, selling encyclopedias, but embezzled money and was sent to Bryce's (Mental) Hospital. He escaped from the mental institution, changed his name and moved to another state where he became manager of a shoe store. His pay was based on commissions from the store's sales. Seeking attention and recognition from some of his acquaintances, he forged some sales contracts to increase his commission and played the "big shot" to impress his acquaintances. It was for this last felony that Mark was sentenced to Draper.

While he was in training in the Draper Vocational Project, the Counselor saw him frequently. His counseling techniques with this trainee were admittedly experimental, in that he was such a difficult young man to work with. He had already seen the Consulting Clincial Psychologist soon after he enrolled in the Barbering Course, as reported in the 8th Progress Report, Appendix C, first trainee, and the Counselor tried to take into consideration all the factors involved in this boy's case history. He soon realized that he had to try and maintain a close personal relationship with Mark, yet he also had to try to get him to face reality. Oftentimes during these sessions, Mr. Phillips would be in the midst of making suggestions, and the trainee would impatiently interrupt with "buts" and offer excuses for this or that behavior. Patiently, but repeatedly, the Counselor told him he was talking; the trainee would just have to listen. When he finished, the trainee would be given an opportunity to speak. Mark usually would get angry and flushed and end the interview in a huff. Before the day was over, or at least the first thing the next morning, back Mark would come to the Counselor's officer with an apology.

Mr. Phillips frequently pulled his Kuder Personal Inventory Profile during counseling sessions and would make the trainee read it. He would point out on the profile the areas Mark needed to work on in order to correct or strengthen his weaknesses. On more than one occasion, the Counselor suggested that he read certain classics. No matter how unsuccessful efforts to counsel the trainee appeared, the Counselor tried to exhibit a patient attitude and a willingness to see him.

However, the trainee did make excellent progress in learning the Barbering trade and exhibited a great deal of change in behavior and attitude near the completion of training. He was again interviewed by the Consulting Clinical Psychologist just before graduation. The Psychologist's prognosis was not too encouraging. He stated the case as follows:

> This 22 year old inmate has a long history of delinquent and criminal behavior. He has suffered minimal negative consequences for his illegal acts, having been constantly protected and indulged through the intercession of his parents. Although he professed great need and desire for counseling and change, he has an extensive history of lying, exploiting others, leaving out damaging or implicating historical material, and otherwise yielding an excellent social impression while continuing in illegal activity. It is my best clinical judgment at this time (10/18/65) that (Mark) will complete his course work in good fashion, will keep his record fairly clean while in prison, but will again get into legal difficulty within a short time of his release from prison. His frustration tolerance is low and his need satisfactions so great that he has very low ability

> to prolong time needs of satisfaction through regular work and effort and will again "short-cut" this procedure by extra-legal means. I regret my skepticism of this bright, personable, neat-appearing boy, but I have no alternative at this time. He will probably adapt successfully to the prison culture and this rehabilitation program, but the ultimate test of social integration upon release remains a guarded question to the psychologist at this time.

Realizing Mark still had many problems and needed to be guided in using his intelligence to face reality, Mr. Phillips continued to see him while he remained at Draper. Mark often got into trouble with the custodial people and would invariably show up in the Counselor's office. Mr. Phillips would again pull his profile, stress those areas which needed attention, and suggest ways in which he could work to overcome or avoid trouble.

Hopeful that he would receive such guidance in the Federal institution to which he was transferred, Mr. Phillips continued to maintain their relationship through correspondence and sought to help him in getting paroled and to plan for the future.

Mark's first month of freedom has been a good one. He has a training-related job and a new wife, and he has been paroled to the area where our Community Sponsorship Program is being initiated. With a sponsor to continue the guidance Mark has received for the past year and six months, perhaps this ex-inmate can learn to legally compete for the fruits of society he so greatly desires.

An office boy enrolls in training

While this 23--year old inmate worked in the E&D administrative office, he became interested in the Dracores, a chapter of the Jaycees, and was asked to address this group at a dinner one evening. The following are remarks he made:

"You men know me, and you know I don't lie to you, but you are going to find what I am about to tell you pretty hard to believe. Did you know that I've been working with free people who really care what happens to us--both while we are in prison and when we get out. I didn't believe it, at first. I was assigned to a clean-up crew to work in the Federal project and I did my job and was friendly. I smiled and spoke to people as they came in. Whenever a free man would talk to me, I didn't know how to act because I wasn't use to anyone caring much about what I had to say.

"One day I asked one of the secretaries if there was a chance of me working in the office. I had been talking to the Officer Manager back there, and he always took a little time to listen to me. I thought if one of the ladies put in a good word, maybe I could get the job back there in the office.

Do you know what she asked me. Why? Why did I want to work back there. I thought about it a minute, and I told her. I guess I didn't expect her to ask me that, but it made me think and I know the reason that I really wanted to work back there was I wanted to work for Mr. Griffin, the Office Manager. He had always been fair and kind to me.

"Well, I got the job. Mr. Griffin helped me a lot by teaching me to be police. Then he talked to me about how I needed to learn to run on my own, instead of running with a click or a group. He told me if I learned to run on my own inside prison, I'd have a better chance of staying free when I got out of prison. He talked to me about what I would do when I go free. The reason I listened to him so much was because he treated me like a human being. He expected me to do the straight thing.

"Sometimes, I'd get mad at somebody and want to jump on them. But the free people in the office could tell something was wrong with me, and they would hear me out and get me to see that maybe whatever was bothering me wasn't worth fighting about. I use to fight, then think about it later. Now, they've taught me that it's smarter to ask myself why?

"That's how most of them talk to you. If you feel a certain way, or think a certain way, they ask you why. They make you start thinking about it. Like that time the Warden was bugging me-----boy, I don't believe in "ratting," and he was really bugging me. He just stared at me all the time. One of the free people told me about the Warden's beliefs and explained that whether or not we believe in it, he's really trying to help us. Well, I'm not sure I've bought that yet, but when you think about taking dope, like I've discussed with Mr. Morrison (Follow-up Counselor), it has some points. Like if you knew a guy was doing something that would ruin him for life--that dope is almost impossible to kick--then maybe you'd be helping him to rat on him. I don't know--I'm still thinking about that--but it is something to think about.

"What I'm telling you tonight is that if we could stay with people like Mr. Griffin and Mr. Morrison when we got out, we could stay out of prison. Mr. Morrison has helped many of us a lot. He has helped me in more ways than one, and I'm not going to stop asking him for help. I know now that when we get out of prison it is people like Mr. Griffin and Mr. Morrison that we should get to know better. I guess they are like the daddy or big brother most of us have always wished our daddy or big brother, if we had one, would have been like. For instance, they help you think a problem through. Mr. Morrison has counseled with me about the desperation of being a dope addict. Of course, dope isn't a problem to me, but drinking is. I need to handle that problem because I know I'll have it when I go free.

"You see, these people really want us to have a better life. They don't mind coming inside (the prison) and talking with us to show us there is a better way of life. Men like these two can get right to the point. They don't flinch and they know unless you face a problem as it really is, you cannot begin to overcome it.

"Many of you know what I'm trying to tell you because you have met these people and felt their attitude. You know in your heart that they are on your team, if you'll just give the new way of life a try."

Letter from a Former College Corpsman

UNIVERSITY OF ALABAMA

University, Alabama

14 Sept. 66

"Dear Dr. McKee,

Thanks for the challenging opportunity of serving as a College Corpsman at Draper this past summer. You, Mrs. Seay, Mr. Cayton and all the other members of the staff helped make it a profitable and memorable summer for me. I am sure the experience I gained there will be useful to me as I continue to study and it is my earnest hope that I contributed in some way to the success of the project.

Sincerely,

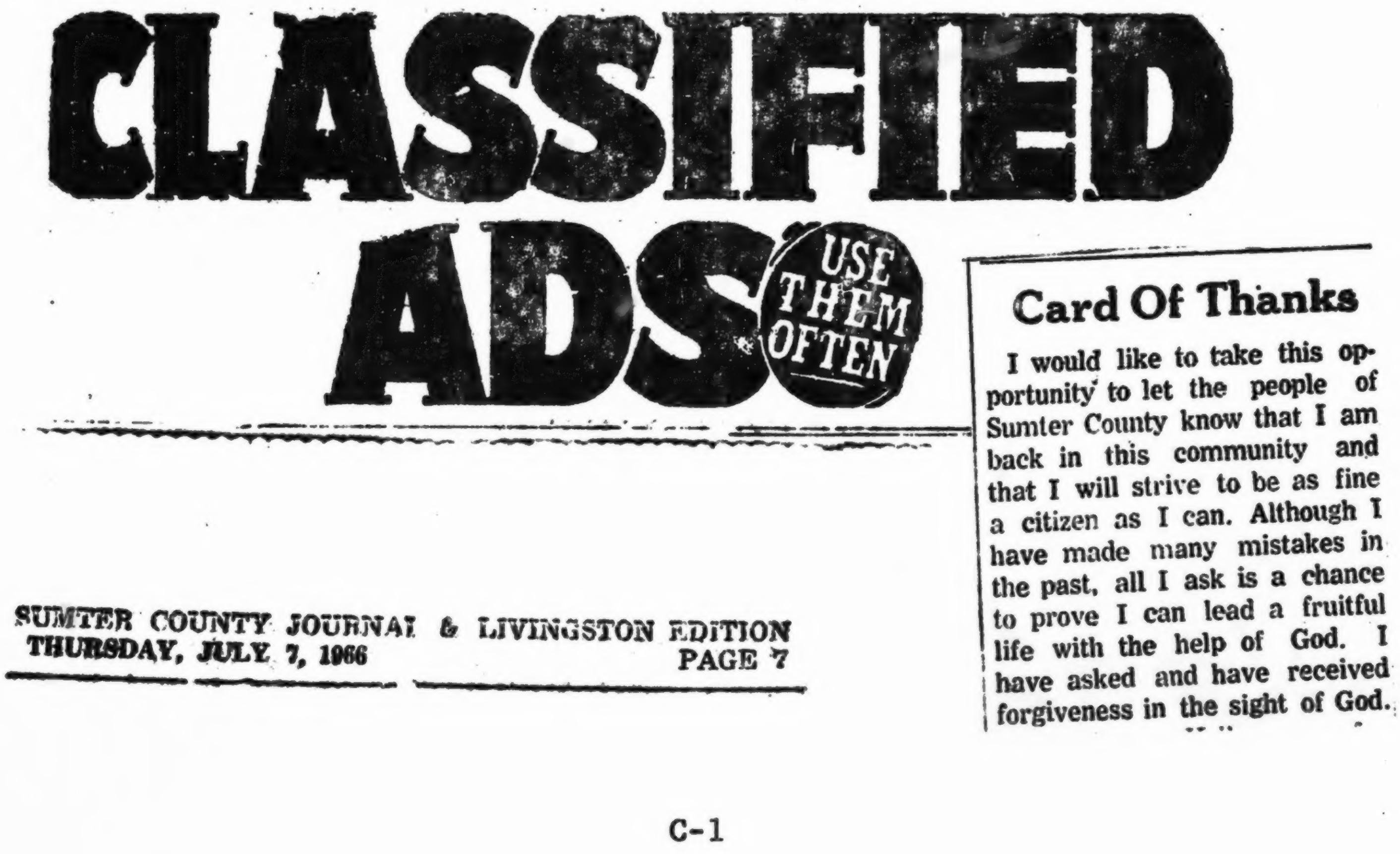
s/C. Wayne Nix"

1003 - 13th Street
Tuscaloosa, Alabama"

We failed to place Jim, but he made it on his own!

We report a very interesting development in the case of one graduate whom we failed to place in a job for reasons given in the 9th Progress Report, pp. 28-29. Generally, we were unable to place him because of the very bad reputation of his father in the home community and surrounding areas. Efforts to place him in a job elsewhere were unsuccessful primarily because we could not secure a suitable home program for the emotionally immature graduate. As stated in the 9th report, Jim has a very low educational achievement level and consequently was not able to learn as well as some of his fellow students the trade in which he was trained.

Without a suitable home program and a job, this graduate could not be paroled. Instead, he served his sentence and was finally released "the short way." Returning to his hometown, he took matters into his own hands and placed the following notice in the local newspaper.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ADS
USE THEM OFTEN

SUMTER COUNTY JOURNAL & LIVINGSTON EDITION
THURSDAY, JULY 7, 1966 PAGE 7

Card Of Thanks

I would like to take this opportunity to let the people of Sumter County know that I am back in this community and that I will strive to be as fine a citizen as I can. Although I have made many mistakes in the past, all I ask is a chance to prove I can lead a fruitful life with the help of God. I have asked and have received forgiveness in the sight of God.

The numerous efforts of the Job Placement Officer, Jim's instructor, and the minister in the small town to find employment for Jim had acquainted the people with the graduate's case. A parole supervisor from that area reported to staff members on a visit to Draper that the same employer who had refused the Placement Officer's pleas to hire Jim responded to the newspaper notice by giving Jim a job in his grocery store. One factor that has probably given this graduate a better chance is that his father has been placed in a tuberculosis sanitorium for treatment. The graduate is earning $50 per week and lives with his mother and a younger brother in a broken-down shack outside of the small town.

"So touched were the people by the former inmate's plea for a chance," said the parole supervisor, "that I believe he will receive their support if he will give it half a try. My own secretary had tears rolling down her cheek when she read the notice. With his father safely hospitalized, Jim's chances of holding his job are good."

Index to Sections of Training

For purposes of reporting, the following index is provided to place in context the various classes which have been served to date. Trainees enrolled in a 12-month course are included in the Section (period of time) in which they graduated, rather than in the Section in which they were enrolled.

SECTION I: Began November, 1964 - Completed April, 1965

Six-month courses included:
- Auto Service Station Mechanic-Attendant
- Barbering
- Bricklaying
- Electrical Appliance Repair
- Welding

SECTION II: Began May, 1965 - Completed October, 1965

Six-month courses as listed under Section I

12-month courses included:
- Technical Writing
- Radio-Television Repair

SECTION III: Began November, 1965 - Completed April, 1966

Six-month courses as listed under Section I

SECTION IV: Began May, 1966 - Completed November, 1966

Six-month Courses as listed under Section I

12-month Courses as listed under Section II

Analysis of Work Experience Since Training[1]

Section II

Training Dates: Six-month Courses: May, 1965 - October, 1965

Twelve-month Courses: November, 1964 - October, 1965

A 12-month follow-up survey has been conducted for the Employment Service on trainees who graduated in October of 1965. This survey included five six-month courses and two twelve-month courses (Technical Writing and Radio-Television Repair).

A total of 66 students were graduated from the seven trade areas in October of 1965. The follow-up survey revealed that 58 of the 66 graduates had been released from prison, leaving 8 who are awaiting release. Of the 58 graduates who have been released, we were able to contact 39; we were unable to locate 19 due to insufficient addresses. Employed and earning an average hourly wage of $1.75 are 25 graduates of Section II. Three were temporarily unemployed at the time the survey was made. Since graduation in October of 1965, 11 graduates of Section II have recidivated.

A further breakdown of employment reveals that 5 of the 25 employed graduates were working on training-related jobs, earning an average hourly wage of $1.90. Twenty were working on non-related jobs, earning an average hourly wage of $1.61. Of the 58 trainees who have been released from prison, 30 had been employed on at least one job, with 28 having had two jobs since their release.

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[1] This analysis is based on data accumulated for Employment Service D/L Form MT 103a. Refer to the following breakdown and chart.

Analysis of "Work Experience Since Training," D/L Form MT-103a, of Barbering, Welding, Auto Service Station Mechanic, Bricklaying, Electric Appliance Repair, Technical Writing, and Radio and T.V. Repair students who graduated October 15, 1965. This data covers the 12-month period after graduation.

66		Total graduates
	47	Number of contacts made by Follow-up Counselors
	19	Number of inquiries mailed but not returned (insufficient address)
58		Number released from prison
	25	Number employed
	3	Number unemployed
	19	Number with address unknown
	11	Number of recidivists
8		Number Awaiting release from prison
25		Total employed of those released
	5	Training related
	20	Non-training related
1.75		Average hourly wage
	1.90	Training related
	1.61	Non-training related
30		Have had one (1) job since release
28		Have had two (2) jobs since release

Training Course	Training Related Job	Non-Training Related Job	Graduates Awaiting Release	Recidivists	Unable to Contact (Address Unknown)	Unemployed	Total	Release
Barbering	0	2	2	3	1	0	8	
Welding	1	4	1	1	2	1	10	
Auto Service Station Mechanic-Attendant	1	2	1	0	5	1	10	
Bricklaying	0	4	1	3	2	0	10	
Electric Appliance Repair	1	3	0	1	5	0	10	
Technical Writing	0	2	3	2	0	1	8	
Radio & TV	2	3	0	1	4	0	10	
TOTAL	5	20	8	11	19	3	66	

Analysis of Work Experience Since Training[1]

Section III

Training Dates: November, 1965 - April, 1966

Two follow-up studies have been conducted for the Employment Service on trainees who graduated in April, 1966 at intervals of three and six months following graduation. An analysis of the three-month survey was included in the 11th Progress Report and is herein compared with the six-month survey. These trainees graduated from six-month courses as follows:

Barber
Welder
Auto Service Station Mechanic-Attendant
Bricklayer
Electrical Appliance Repairman

Immediately after graduation, many of the students in Section III were released on parole or as a result of having completed their sentences. The three-month survey revealed that 36 of the total 48 graduates had been released from prison. At the time the six-month survey was conducted, 46 (or 95 percent) of the total 48 graduates had been released.

During the first survey, 45 of the total 48 graduates were contacted. Three were not contacted because of insufficient addresses. Three months later, only 40 of the 48 graduates could be located. Within the first six months following graduation, 8 graduates moved without leaving forwarding addresses.

Of the graduates who were released, 33 were gainfully employed when the three-month study was conducted; 24 were employed in training-related jobs; 9 were employed in non-related jobs. At the time the six-month study was conducted, employment for this group had decreased to 26 graduates; 17 were working on training-related jobs, 9 on non-related jobs. This indicates that 7 graduates who had been on training-related jobs during the first three months were, at the end of six months, unemployed, and graduates working on non-related jobs remained the same.

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[1] This analysis is based on data accumulated for Employment Service D/L Form MT-103a.

The first survey revealed that none of the released graduates with whom we had contact had recidivated. However, during the next three months, 8 graduates of this class had returned to prison as parole violators or were awaiting trial on new offenses. The six-month survey pointed to a recidivist rate of 17 percent (8 graduates) for Section III.

When the three-month survey was conducted, graduates employed in training-related jobs were earning an average hourly wage of $1.55. By the time the six-month survey was conducted, these same graduates had increased their earning power by 43 cents per hour, earning an average hourly wage of $1.98. The average hourly pay for graduates in non-related jobs was revealed as $1.52 at the end of three months and remained at this same figure when the six-month survey was conducted.

To summarize, the six-month survey on Section III revealed that all graduates were released from prison except two. Employment had decreased six months following graduation by 7. The average hourly wage for all employed graduates increased by 30 cents per hour. We were unable to locate 8 graduates because of insufficient addresses. Eight have returned or are on their way back to prison.

Refer to the following breakdown and chart for more specific information on the six-month survey.

Analysis of "Work Experience Since Training," D/L Form MT-103a, of Barbering, Welding, Auto Service Station Mechanic, Bricklaying, and Electric Appliance Repair students who graduated April 29, 1966. This data covers the six-month period after graduation.

Contacts made by follow-up counselors	40	
Inquiries mailed but not returned (insufficient address)	8	
TOTAL GRADUATED		48
Employed (10/28/66)	26	
Training related	(17)	
Non-training related	(9)	
Unemployed	3	
Recidivists	8	
Attending school	1	
Unable to contact (insufficient address)	8	
RELEASED		46
Awaiting release from prison		2
Average hourly wage		$1.83
Training related	($1.98)	
Non-training related	($1.52)	
Have had one job since release	43	
Have had two jobs since release	12	

Training Course	Training Related Job	Non-Training Related Job	Graduates Awaiting Release	Graduates Attending School	Recidi-vists	Unable to Con-tact (Address Unknown)	Unem-ployed	Total	Re-leased
Barbering	2	3	1	0	2	2	0	10	
Welding	2	0	0	0	5	2	1	10	
Auto Service Station Mechanic-Attendant	3	3	0	0	0	4	0	10	
Bricklaying	6	2	0	0	0	0	0	8	
Electric Appliance Repair	4	1	1	1	1	0	2	10	1
TOTAL	17	9	2	1	8	8	3	48	1*

*Graduate was returned to prison for completion of sentence and re released.

JEFFERSON COUNTY ASSOCIATION FOR MENTAL HEALTH
3600 8th Avenue, South • Birmingham, Ala. 35222

FIGHT MENTAL ILLNESS • RING THE BELL FOR MENTAL HEALTH

MH

newsletter

Vol. X, No. 1

October, 1966

DRAPER SPONSORSHIP PROGRAM PROPOSED

At a meeting on August 16 in the Community Services Building, local people learned that probation and parole officers need their help with young men released from Draper Correctional Center. Those present included representatives of clubs, churches, and labor unions.

The penal institution at Elmore deals primarily with youthful first offenders. Dr. John McKee, director of a unique educational program within the institution, said that a man returning to the community needs a good, strong personal relationship. He needs a real friend who can help him get a job and the tools, clothes, or transportation necessary to hold it. A man has only $10.00 when he comes out of prison and he often needs help in obtaining room and board until he can go to work and draw a paycheck.

A sponsor-friend could help meet his emotional and health needs, too. He might guide the parolee to clinics, churches, or social agencies; could help him meet suitable friends; and show him how to develop skills in sports or hobbies.

Assisting Dr. McKee in the presentation of the sponsorship idea were Mrs. Donna Seay, Jim Morrison, and Walter Bamberg.

Warren Gaston, who heads the local Probation and Parole office, said it is hard for a parole officer to be a real friend to a parolee because he is necessarily an authority figure. In addition, officers have very large caseloads and cannot give each man the individual and frequent attention he needs.

Local people who heard the presentation indicated interest. If state officials agree to the proposal, Birmingham will be the pilot community in which the program will be launched. JCAMH was asked to be coordinator and promoter.

The COMMUNITY SPONSORSHIP PROGRAM

Who May Serve as A Community Service Group?

- Trade Associations
- Civic Clubs
- Churches
- Unions
- Professional Organizations
- Alcoholics Anonymous
- Etc.

What does a Community Service Group Do?

1. Selects two of its members to serve as Representatives
2. Serves as an advisory and referral source to selected Sponsorship Agents in carrying out their assignments
3. Suggests names of individual sponsors
4. Sets up a temporary emergency loan fund for use by individual sponsors in case of extreme emergencies

   Sets up policies for use of the temporary emergency loan fund

What is the role of the Representatives?

After they

Visit Draper* where they will

Meet Prisoners who will return to their community

Interview counselors, placement officer, instructors and warden

Participate in a two-hour sponsorship training workshop

the Representatives will return to give a full report to their respective agencies and seek the counsel of members in referring names of people in the community who would serve as INDIVIDUAL SPONSORS

*The cost of transportation for Agents and Sponsors to visit Draper Correctional Center will be borne by the Rehabilitation Research Foundation.

Community members who are suggested to serve as INDIVIDUAL SPONSORS should be either

1. "Blue collar" craftsmen or skilled tradesmen, preferably workers in the trade area in which the releasees who will be assigned to them have been trained, or
2. Ex-convicts "on parole" or off parole who are currently making excellent progress in their adjustment to society.

The Representative submits the names of suggested INDIVIDUAL SPONSORS to the Birmingham Parole office for approval.

When SPONSORS have been approved, the Parole Office will ask recommended community members if they are interested in serving as INDIVIDUAL SPONSORS for RELEASED PRISONERS

If so, ----------

The Representative

then meets the Individual Sponsor and

EXPLAINS THE PROGRAM

TELLS HIM ABOUT THE PRISONER he has agreed to sponsor

- his background
- his progress in training
- his strengths
- his weaknesses
- his needs

and

OUTLINES THE PROCEDURES the SPONSOR will follow in preparing for the youth's return to the community.

THE COMMUNITY SPONSOR will then be given training for his job by

...... the Birmingham Parole Office

...... the Rehabilitation Research Foundation

and by

...... the Draper Sponsorship Committee of the Jefferson County Association for Mental Health.

In further preparation for the prisoner's return to the community the SPONSOR

V The prospective EMPLOYER . . . for whom the youth shall
work. There he checks on the tools the youth will need
I to perform his job well, and the safety equipment he may
need in his work.
S The youth's HOME to meet his family and offer assistance.
If the boy does not have a family, the Sponsor may help to
I get a suitable home program for him.
The COMMUNITY AGENCIES which may assist in supplying
T temporary assistance when the prisoner is first released,
such as agencies which can provide glasses, health
S services, driver's training, etc.

Investigation of the RECREATIONAL FACILITIES and the rules for membership as well as EDUCATIONAL OPPORTUNITIES offered in his community will prepare the SPONSOR to offer wise counsel to his charge.

Thus prepared, the Sponsor

meets the released prisoner when
the youth reports to his Parole Supervisor and
the three discuss possible solutions to immediate
problems.

The Individual Sponsor

__________ has been oriented to all phases of the released prisoner's life

__________ is familiar with the resources available when the youth needs assistance

__________ is compatible with the Parole Supervisor and trained to work within parole procedures

__________ is able, because of his understanding of problems peculiar to released prisoners, to support the youth in his efforts to reclaim freedom

Yet, the Sponsor may sometimes need assistance in carrying out his job. Should this prove to be true, he may

__________ seek the advice of the Parole Officer

__________ call on the Sponsorship Agent who helped involve him in the program

or

__________ talk with Draper's Follow-up Counselor and Placement Officer whose contacts with employers may assist him in getting his charge a better job, etc.

All of these people are willing to support the Individual Sponsor at all times.

In his willingness to serve as an Individual Sponsor,
a community member extends manyfold the rehabilitation
efforts of both the Draper MDTA Project and the State
Pardons and Paroles Board ______________
a humanistic effort to salvage a life

THE STATE BOARD OF PARDONS AND PAROLES' BIRMINGHAM OFFICE

... will serve as the pivotal base of the **COMMUNITY SPONSORSHIP PROGRAM** for the **RELEASED PRISONER.**

The Birmingham Parole Office will:

ADMINISTER the entire program

ADVISE the Draper Sponsorship Committee (a sub-committee of the Jefferson County Association for Mental Health)

SUPERVISE regular group discussions for Sponsors

and

PROVIDE the Draper MDTA Project with follow-up information

Staff of the Rehabilitation Research Foundation will be responsible for the following:

1. Presentations of the sponsorship plan to interested representatives of community service groups
2. Recruitment of volunteers to serve as Representatives
3. Orientation of Representatives to the Draper Experimental programs, specifically concerning the problems and needs of the released prisoner
4. Assistance in the training of Individual Sponsors
5. Consultations to Individual Sponsors when desired
6. Preparation of a brochure describing Sponsorship Program

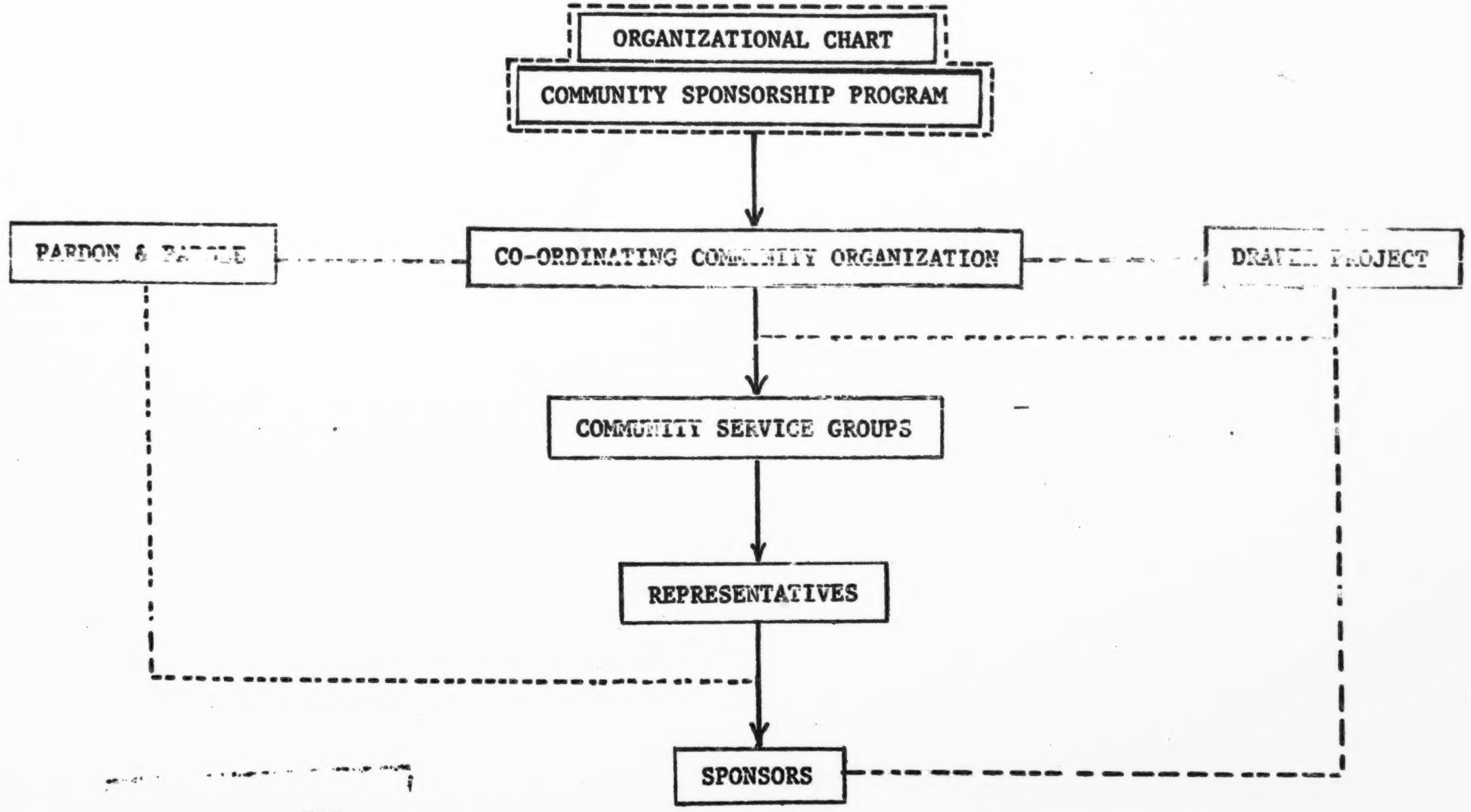
THE JEFFERSON COUNTY ASSOCIATION FOR MENTAL HEALTH, through its sub-committee, THE DRAPER SPONSORSHIP COMMITTEE, will:

......serve as the Co-ordinating Community Organization which coordinates the program to insure that the rules of each cooperating agency are followed and their interests are served

......provide continuous recruiting services to enlist community service groups

......assist the Rehabilitation Research Foundation and the Birmingham Parole Office by furnishing office space, audio-visual equipment, and the services of skilled personnel to train REPRESENTATIVES AND SPONSORS for this program

......coordinate training of Representatives and Sponsors at Birmingham Parole Office, at Draper Correctional Center, and with the Draper Follow-up Counselor.



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